

LEADERSHIP BEHAVIOURS, BEST PRACTICES AND  
CAPITALS IN SELECTED TRANSFORMED SCHOOLS IN  
SELANGOR: A MULTIPLE-CASE STUDY

ZARINA WAHEED

FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA  
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ZARINA WAHEED

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## ABSTRACT

In many societies all over the world, educators and researchers are seriously looking for concepts and methods related to the school transformation, that is, a comprehensive change, encompassing several aspects in the physical, social and cultural dimensions of a school. The study explored and analysed leadership behaviours, best practices and necessary capitals in two selected transformed schools in Selangor, Malaysia. Second, it portrayed how the identifying inputs, processes and outputs collectively give a better and comprehensive elucidation for understanding school transformation. A qualitative approach, using multiple-case study design was adopted for this study. Semi-structured interviews, observations and document reviews were used as tools to collect data. Through purposive sampling 29 participants were selected from both case schools for interviews including 3 leaders, 6 administrators and 20 teachers. The data were analysed in two stages. During the first stage, individual cases were analysed separately to preserve their context and identity and during the second stage cases were synthesised and aggregated to analyse the differences and similarities. The grounded theory approach was employed to analyse the data through open, axial and selective coding. The study reveals that school leadership works as an input factor in order to initiate and facilitate the process of school transformation. Leaders in transformed schools demonstrate four leadership behaviour orientations. Such leaders are change-oriented, relation-oriented, task-oriented and ethical-oriented. Besides, five types of capitals are developed and strengthened in transformed schools. These capitals are intellectual, social, spiritual, financial and emotional. The findings indicate that leaders play a vital role in the development and strengthening of these capitals. In addition to capitals, it was found that transformed schools exhibit some unique best practices that distinguish them from others. One of the best practices exhibited in school A was

empowering students through providing different opportunities for learning and career development. The school was also demonstrating generous behaviour towards students by celebrating their birthdays and welcoming them every day at the main entrance of the school. Best practices in school B were involving parents in school activities and integrating Information and Communication Technology (ICT) in school management, teaching and learning. However, one of the common practices exhibited in both schools was that the teachers in both schools were showing full commitment and hard work towards schools. The findings revealed that the transformed schools experience change in school status, students' performance, discipline, mind-sets, culture and physical characteristics. It is expected that the findings of this study offer valuable implications for researchers and practitioners in Malaysia and other countries to apply the identified knowledge, concepts and strategies in the process of transforming schools

**TINGKAH LAKU KEPEMIMPINAN, AMALAN TERBAIK DAN MODAL DI  
SEKOLAH TERPILIH YANG DITRANSFORMASIKAN DI  
SELANGOR: KAJIAN KES BERGANDA**

**ABSTRAK**

Abstrak Dalam kebanyakan masyarakat di dunia, para pendidik dan penyelidik giat berusaha mencari konsep dan kaedah berkenaan transformasi sekolah, iaitu perubahan komprehensif sekolah yang meliputi beberapa aspek seperti fizikal, sosial dan dimensi budaya. Kajian ini meneroka dan menganalisis tingkah laku kepemimpinan, modal sumber dan amalan terbaik dalam proses transformasi di dua buah sekolah kes di Selangor, Malaysia. Selain itu, kajian meneliti untuk memahami apakah input, proses dan output yang terjadi dalam proses transformasi sekolah. Kajian ini menggunakan pendekatan kualitatif dengan reka bentuk kajian kes berganda. Teknik temu bual berstruktur, pemerhatian langsung dan semakan dokumen telah digunakan untuk memungut data kajian. Seramai 29 orang peserta kajian telah dipilih secara persampelan sengaja, iaitu mereka ialah tiga orang pengetua sekolah, enam orang guru dengan tugas pentadbiran dan 20 orang guru. Data telah dianalisis dalam dua peringkat, iaitu pada tahap pertama semua peserta telah dikaji secara individu, dan pada tahap kedua data telah diproses secara perbandingan dan persamaan menggunakan pendekatan *grounded theory* yang memerlukan data dikodkan secara paksi, terbuka dan selektif. Kajian ini menampilkan bahawa kepemimpinan sekolah merupakan faktor input yang tersendiri untuk menggerakkan dan menyokong proses transformasi sekolah. Pemimpin di sekolah yang ditransformasi menggunakan empat orientasi tingkah laku kepemimpinan, iaitu orientasi perubahan, hubungan, tugas dan etika. Selain itu, terdapat lima modal sumber terlibat dalam transformasi iaitu modal intelektual, sosial, spiritual, kewangan dan emosi yang digunakan oleh pemimpin sekolah untuk membangun dan menguatkan organisasi sekolah secara komprehensif.

Selanjutnya, sekolah berkenaan melaksanakan amalan terbaik tertentu untuk menjadi cemerlang dan terserlah daripada sekolah yang lain. Di sekolah kes A, amalan terbaik khas ialah memberi berbagai-bagai peluang dalam pembelajaran dan pembangunan kerjaya pelajar serta mesra dengan pelajar dengan cara menyambut pelajar di pintu masuk dan menyambut hari jadi pelajar. Di sekolah kes B pula, amalan terbaik ialah melibatkan dalam aktiviti sekolah dan mengintegrasikan ICT dalam pengurusan sekolah, pengajaran dan pembelajaran. Namun di kedua-dua sekolah, amalan yang utama ialah para guru mempunyai komitmen dan dedikasi tinggi kepada organisasi sekolah. Kajian juga mendapati bahawa sekolah yang ditransformasi mengalami perubahan dari segi status, prestasi pelajar, disiplin, set pemikiran, amalan, budaya dan keadaan fizikal. Dapatan kajian ini mempunyai implikasi penting kepada penyelidik dan pemimpin sekolah di Malaysia dan negara lain untuk mengaplikasi ilmu, konsep dan strategi bagi proses transformasi sekolah.

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## LIST OF SYMBOLS AND ABBREVIATIONS

A-P34:54; 62:62	:	This is an example of coding for interview transcripts, field notes and documents using ATLAS.ti. The first alphabet refers to the case school (A= school A & B= School B). The second alphabet 'P' refers to Primary Document and followed by the number of primary document. The number 54 represents the number of code in the document 34 while first 62 stands for the number of paragraph where the quotation starts and second 62 shows the paragraph where the quotation ends.
BM	:	Bahasa Melayu
CoLB	:	Change-oriented Leadership Behaviour
EoLB	:	Ethical-oriented Leadership Behaviour
EPRD	:	Educational Planning and Research Division
FC	:	Financial Capital
HM	:	Headmistress
HoD	:	Head of the Department
HPS	:	High-Performing Schools
IC	:	Intellectual Capital
ICT	:	Information and Communication Technology
IAB	:	Institut Aminuddin Baki
JPN	:	Jabatan Pendidikan Negeri

KOMPAS	:	Instrumen Kompetensi Pemimpin Sekolah
KPI	:	Key Performance Indicators
LADAP	:	Latihan Dalam Perkhidmatan
LBDQ	:	Leader Behaviour Description Questionnaire
LMX	:	Leader-Member Exchange
LINUS	:	Literacy and Numeracy Screening
MEB	:	Malaysian Education Blueprint 2013-2025
MPS	:	Managerial Practices Survey
MoE	:	Ministry of Education
MLQ	:	Multifactor Leadership Questionnaire
NPQEL	:	National Professional Qualification for Educational Leaders
NGO	:	Non-Governmental Organisation
OECD	:	Organisation for Economic Co-operation and Development
PCG	:	Per Capita Grant
PIBG	:	Persatuan Ibu Bapa dan Guru
PINTAR	:	Promoting Intelligence, Nurturing Talent and Advocating Responsibility
PISA	:	Programme for International Student Assessment
PLC	:	Professional Learning Community
PPD	:	Pejabat Pendidikan Daerah
PCLCM	:	Principal Change Leadership Competency Model
PTA	:	Parents-Teachers Association
RoLB	:	Relation-oriented Leadership Behaviour
SBT	:	Sekolah Berprestasi Tinggi
SC	:	Strongly Contributes

SKUL	:	Sekolah Kebangsaan Ulu Lubai
SoC	:	Social Capital
SES	:	Socio-Economic Status
SpC	:	Spiritual Capital
SSQS	:	Smart School Qualification Standards
TESL	:	Teaching of English as a Second Language
ToLB	:	Task-oriented Leadership Behaviour
TSEC	:	To Some Extent Contributes
VLE	:	Virtual Learning Environment
WWF	:	World Wildlife Foundation

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# CHAPTER 1

## INTRODUCTION

### **Background of the Study**

Sekolah Kebangsaan Ulu Lubai (SKUL), a national primary school, situated in the remote area of Sarawak, Malaysia, is a unique case of school transformation. It has made a landmark achievement and a history of its own by achieving the status of high-performing school under the National Key Result Areas (NKRA) initiative in 2011. In addition, it earned the Commonwealth Award in 2009 for its ability to deliver effective education in an extremely disadvantaged and socially deprived community, five national education ministry awards, 14 state awards, and 26 district level awards (Ministry of Education Malaysia, 2013).

Like SKUL, there are some other stories of school transformation where schools excelled and surpassed their counterparts by meeting national standards and achieving exemplary status. The Illinois' "Golden Spike" Schools in America, Tasmania schools in Australia and Sekolah Jenis Kebangsaan (Tamil) Ladang Rem, Kota Tinggi Johor in Malaysia are examples of it (A. Harris, Adams, Jones, & Muniandy, 2015; McGee, 2009; Mulford et al., 2008). The characteristics and practices of these transformed schools are certainly different from many high-performing and effective schools that have maintained their success from years. These are the schools that have experienced a sudden extensive and intensive change, involving cultural, social and emotional aspects of school.

In particular, these schools could provide a favourable and constructive school environment, which is conducive to students learning in addition to basic physical, social and intellectual resources (Aziah & Abdul Ghani, 2012; McGee, 2009; Mulford et al., 2008). The teachers in these schools also have a notably higher level of support



from their principals. The time spent on teachers' professional development and supportive monitoring are comparatively high. In response, teachers become disciplined, hardworking and committed to their work while principals are courageous, innovative, supportive and determined (Aziah & Abdul Ghani, 2012; McGee, 2009; Mulford et al., 2008).

Outside the school environment, parents and community involvement form an important element of school transformative process, in which schools actively engage parents and community members in academic and non-academic matters. Consequently, the parents and community members offer their skills and competencies, and even financial support for improvement of the school (Aziah & Abdul Ghani, 2014; Caldwell & Harris, 2008).

Nevertheless, the most important and instrumental factor in the transformed schools is the leadership played by the school heads. They create a shared vision and display a strong commitment to promote and achieve it. As noted by Leithwood and Riehl (2003), "scratch the surface on an excellent school and you are likely to find an excellent principal. Peer into a failing school and you will find weak leadership" (p. 2). The principals in these schools think, behave and act in a different way. They allocate more time to instructional practices such as cooperating and collaborating with teachers and monitoring their performance. They minimise conflicts and tensions and share information with all stakeholders in order to plan improvement or change for school (Aziah & Abdul Ghani, 2014; A. Harris et al., 2015; McGee, 2009; Mulford et al., 2008). They could mobilise students, teachers and parents to work together towards a higher social goal for the betterment of the community. They influence, inspire, motivate, innovate and collaborate to achieve extraordinary things (Aziah & Abdul

Ghani, 2014; A. Harris et al., 2015; Karuna, Kanokorn, Sujanya, Somjed, & Aduldej, 2014; McGee, 2009; Mulford et al., 2008).

In summary, school transformation is a comprehensive process where different people with different characteristics and roles as well as various resources and relationships are involved in achieving the targeted vision and goals. However, school heads play the most momentous role in the school transformation process. Therefore, understanding school transformation process requires a broader view of looking schools as the complex social systems as well as the profound perspective of leadership.

### **School Transformation in Malaysia**

The Malaysian government aspires to be among developed countries by 2020. For this purpose, a great deal of initiatives have been taken, among which one is to transform its education system. Ministry of Education (MoE) with other stakeholders has developed Malaysian Education Blueprint 2013-2025 (MEB). The purpose of MEB is to transform the education system through increasing the performance of schools or to transform the majority of schools as high-performing schools. High-performing schools (HPS) are the “schools with ethos, character and identity in all aspects of education” (Ministry of Education, 2014). These all aspects are stated in National Education Philosophy as:

Education in Malaysia is an ongoing effort towards 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 and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large” (Ministry of Education Malaysia, 2013, p.2-2).

In consonance with National Education Philosophy, MoE not only intends to transform schools in terms of cognitive domains by improving schools' intellectual capital but also in terms of social, financial, spiritual and emotional dimensions.

MoE declares the HPS as special status schools on basis of their performance and achievements in different domains. These schools are ranked as special status schools on the basis of their capability in producing excellent academic and non-academic outcomes and also their ability to have good networking with national and international institutions (Ministry of Education Malaysia, 2013). Schools are categorised into seven bands; Band 1 is for HPS while Band 7 for poorly performing schools. The Band 1 schools receive a lump sum amount as a reward to be used for school from MoE. The school heads, teachers and supporting staff would also receive rewards and monetary incentives (Aminah, 2012). The school heads are also given autonomy in school management. The purpose of this recognition is to motivate the HPSs to continue their progress and success and encourage low-performing schools to transform as HPSs (Hussein, 2012). In addition to the HPSs, some other special status schools are performing well or have capabilities to perform well. Hussein (2012) classified other special status school in Malaysia as:

- *Cluster Schools* are at the top position of innovation and excellence in niche areas such as music, ICT, sports.
- *Smart Schools* are to prepare Malaysian students for the information age by reinventing their schools in term of teaching-learning strategies and school management system.
- *Vision Schools* is an initiative to bring vernacular primary schools of Malays, Chinese and Indians together in order to foster racial integration among

students by sharing common facilities and jointly hosting school events (Malaklolunthu, 2010).

- *Premier Schools* are historically old schools, established a century ago in the colonial era and maintained their performance to date with good academic as well as non-academic achievements (Hussein, 2012).
- *PINTAR* (Promoting Intelligence, Nurturing Talent and Advocating Responsibility) schools are the schools that are transforming and have the ability to be among HPSs in future. Government-linked companies and Malaysian private corporations work with such type of schools in order to transform them into HPSs (Hussein, 2012).
- *Trust Schools* are special status schools that are managed by both private and public sectors to improve school performance (Hussein, 2012). In trust schools, the non-profit foundation Yayasan AMIR is involved in improving accessibility to quality education in public schools (Ministry of Education Malaysia, 2013).

Among the above-mentioned schools, few fall into more than one category based on the fulfilment of the criteria. For example, SKUL is a HPS as well as a cluster school. Culture and English language are its niche areas.

In brief, the Malaysian government has taken various bold steps to transform its majority of the schools in HPS. However, still, a higher number of high-performing schools are aspired. According to the current statistics, the total number of schools in Malaysia is 10154 among them only 128 are ranked as HPS that is less than 2% (Ministry of Education, 2014). Consequently, there is critical need to explore the contributing factors that help the school to get successfully transformed in order to

help struggling schools in Malaysia (Muhammad Faizal, Saedah, Norfariza, & Faisal, 2011).

### **Leadership in Malaysian Schools**

Since the 1960s, the government of Malaysia has perceived school leadership as of great importance (Bajunid, 2004). Nevertheless, it properly received attention after the establishment of National Institute for Educational Leadership and Management or *Institut Aminuddin Baki* (IAB) in 1979 for providing pre-service and in-service professional development training to the school principals working in secondary schools and headmasters/headmistresses working in primary schools (Bajunid, 2004). However, over the last 15 years, school leadership in Malaysia has gone through significant change and transformation in terms of roles and functions of school leaders and expectations from them (Aminah, 2012). Presently, the Malaysian government is determined to have high-performing leaders in every school regardless of level, type or location. Therefore, MoE has taken serious steps to strengthen and uplift school leadership. Among them, one attempt is to improve the selection criteria of the leaders' by moving from tenure-based selection criteria to leadership competencies criteria. The IAB is given the responsibility to provide continuous professional development to the school leaders to create and develop remarkable school leaders with all required competencies.

The necessary leadership competencies for Malaysian school leaders are derived from an extensive review of leadership traits and behaviours relevant to the leadership practices in Malaysian context (Rosnarizah, Amin, & Abdul Razak, 2009). The leaders now need to acquire competency in six domains that are: (1) instructional and achievement, (2) policy and direction, (3) personal effectiveness, (4) resources and operation, (5) people and relationship and (6) change and innovation (Rosnarizah et

al., 2009). Hence, the school leaders in Malaysia are expected to possess strong professional values and commitments; have the required knowledge; and be able to perform multiple roles, responsibilities and tasks.

Additionally, from 2013, to ensure that every leader possesses the required competencies of leadership, leaders need to complete the National Professional Qualification for Educational Leaders (NPQEL) at IAB before the appointment. The new leaders are given full support, help and flexibilities in operations. Conversely, they are considered accountable for students' academic and non-academic outcomes. Therefore, along with improvement in the students' outcomes, leader's leadership competencies are assessed annually to be ranked as high-performing leaders. If leaders succeed in doing so, they will be given opportunities for faster career progression, greater autonomy and other monetary and non-monetary incentives. Whereas, struggling leaders are given extra support and coaching. If still, they fail to succeed, they are redeployed to teaching position (Ministry of Education Malaysia, 2013). Accordingly, one of the national focuses of the Malaysian government is to transform schools by improving students' outcomes through high-performing leaders (Aminah, 2012; Ministry of Education Malaysia, 2013). Hussein (2014) claimed that the requirements of the current and future school leadership in Malaysia are certainly different and demanding. For that reason, the Malaysian education system needs to develop 'superleaders' who are competent, capable and possess positive professional integrity. Aminah (2012) highlights that the school leaders in Malaysia are given new responsibilities and tasks because of new reforms in the education system. They are expected to be change agents, instructional and community facilitators, entrepreneurs, moral agents and human and financial resource managers. Therefore, the principals

need to have good multiple leadership behaviours encompassing the ability to be task-oriented, change-oriented, ethical-oriented and relation-oriented.

### **Statement of the Problem**

It is believed that all schools can be transformed to be exemplary schools, but the problem is what are the process and the necessary strategic actions for that end? SKUL is an exemplary case of school transformation. It offers valuable lessons for practitioners and researchers to transform schools. By using the model provided by SKUL, schools can excel in Malaysia and probably in other countries as well which are searching for the best models to transform their schools. Paralleling this objective, past three decades have witnessed an increasing amount of research on characteristics and best practices in transformed schools (Muhammad Faizal, 2013). More significantly, many countries in the world have taken initiatives and started projects to document the best practices of transformed schools. For instance, Tasmanian school projects, McKinsey and Company's report on best-performing systems and International project to frame the transformation of schools, are the attempts to document the best practices of the transformed and successful schools (Caldwell & Harris, 2008; Ewington et al., 2008; Mulford et al., 2008).

One of the lessons learned from SKUL and other documented schools is that transformed schools have their own ethos, beliefs, values and practices (James, Connolly, Dunning, & Tony, 2006). All individuals inside are intimately interconnected and dependent on each other. The school also depends on external factors such as parents, community members and other stakeholders for help and support. Therefore, considering transformed schools as open systems including input, resources and output factors is a prerequisite for understanding school transformation.

The second problem is what are the roles of the school leader in a transformation process? Taking SKUL as an example, leadership plays the most influential role in the school transformation process. The leader gives importance to the tasks and relations as well as to ethics, creativity, innovation and learning in the school to initiate and manage the change. This necessitates the examination of change-oriented and ethical-oriented leadership behaviours in transformed schools along with task-oriented and relation-oriented leadership behaviours. The exploration of all four leadership behaviour orientations collectively have remained proportionally less investigated in school leadership research previously.

Interestingly, the current literature on leadership behaviours in school settings is mainly related to transformational, transactional and instructional leadership styles. Same is the case of literature available on leadership behaviours in Malaysia (Anantha, Abdul Ghani, & Aziah, 2015; Ghavifekr, Amy, Hee, & Tan, 2014; Jamelaa Bibi & Jainabee, 2011). Despite the contribution of transformational, transactional and instructional leadership in school leadership research, some researchers have criticised and found theoretical and empirical weaknesses in them. For example, Yukl (1999) analysed the transformational and charismatic leadership and found that although transformational leadership theory provides valuable insights, it is more heroic in nature, based on ambiguous constructs, and lacks few relevant behaviours. It also does not describe the influence processes and role of situational factors properly. Similarly, it is also hard to differentiate transactional, transformational and instructional leadership behaviours as they show substantial overlap (Urlick & Bowers, 2013). It has also been criticised that its leadership dimensions and effects are not clear (Knippenberg & Sitkin, 2013). Additionally, previous studies on leadership behaviour lack agreement on effective behaviour categories and their effectiveness that has made



the results of one study to compare or integrate with another study almost impossible (Yukl, 2004; Yukl, Gordon, & Taber, 2002).

Task-oriented, relation-oriented and change-oriented behaviours are observable leadership behaviours (Yukl et al., 2002). The behaviour constructs included in them are clear and including all leadership behaviours. More significantly, the management and leadership behaviours can jointly be explained by the proposed leadership behaviours (Gil, Rico, Alcover, & Barrasa, 2005). Thus, task-oriented, relation-oriented, change-oriented and ethical-oriented leadership behaviours cover almost all behaviours proposed in instructional, transformational, managerial, ethical or moral leadership as well as path goal theory of leadership (for more details see Chapter 2 (61-69)).

Moreover, the current literature on leadership behaviour is mainly quantitative in nature based on Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (see, Kovjanic, Schuh, Jonas, Quaquebeke, & Dick, 2012; Leithwood & Sun, 2012; Nir & Hameiri, 2014; Oterkiil & Ertesvag, 2014; Valentine & Prater, 2011). In the case of literature on leadership behaviour available in Malaysia, majority of studies are quantitative and in the context of higher education (Anantha et al., 2015; Lo, Ramayah, & de Run, 2010; Mabel, Tie, & Chua, 2014; Mohammed Sani, Ghavifekr, Ling, Saedah, & Mohd Ibrahim, 2013; Sadeghi & ZaidatolAkmaliah, 2013). Conversely, researchers have recommended using qualitative research approaches to get a better and in-depth understanding of the role of leadership behaviours in reform and change (Ekvall & Arvonen, 1991; Yukl, 2004).

In addition to this, transformation needs resources. What resources actually are the most critical ones? How these resources are developed and strengthened? The third

lesson learned from SKUL and other transformed schools are that transformed schools as open systems develop, strengthen and align their intellectual, social, spiritual and financial capitals/resources. Moreover, the school leader plays a pivotal role in developing and strengthening these capitals.

Another research problem identified in this study is that the outcomes or indicators of school transformation are based on students' performance mainly (Caldwell & Harris, 2008; Lewis & Demie, 2015). The fourth lesson learned from SKUL is that the output of the transformation is not limited to the students and their academic achievement only; it can be traced out in structure, process, strategies, culture, status and infrastructure of the school, too. Contradictory to this, in the current literature, the criterion for transformed schools has remained on students' and their academic achievement only (See, Demie & McLean, 2007; J. Harris, Zhao, & Caldwell, 2009; Lewis & Demie, 2015), which results in a partial understanding of the process of school transformation.

Thus, the study intended to fill the gaps identified above in order to understand the process of school transformation inclusively. In general, so far, there is not any inclusive theoretical model for school transformation: especially the contribution of different leadership behaviour orientations in school transformation. This is largely because the variables or concepts to be examined and tested are statistically so numerous. This study, however, attempts to use case study method and synthesis qualitative data by grounded theory approach to construct a substantive theoretical model on leadership behaviours, best practices and capitals in two transformed schools in Selangor, Malaysia.

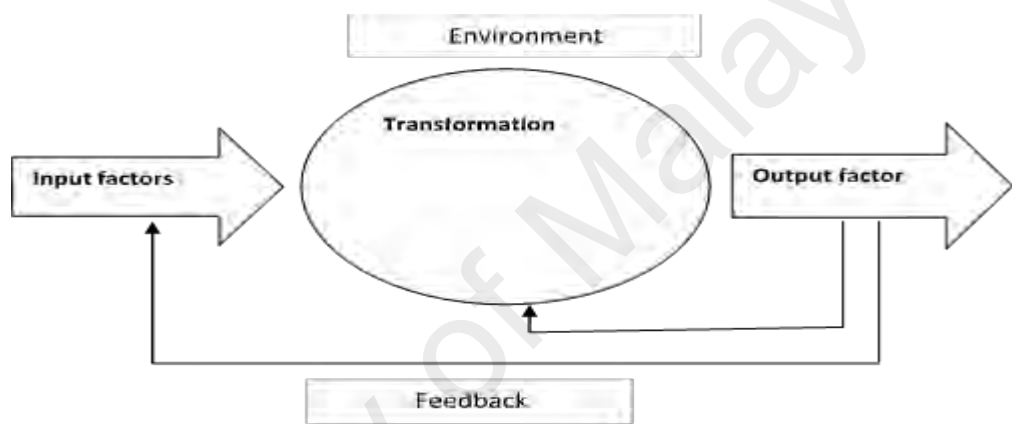
## **Relevant Theories**

This section explains the theories and models that support the conceptual framework of the study. The main purpose of this section is to state the theories and models that serve as the foundation of the study as well as to get an understanding of the terms and concepts embodied in these theories (Kumari Giraja, 2016). The theories that are most relevant for serving the objectives of the study are open system theory, the tridimensional theory of leadership behaviour and model of capitals for school transformation.

**Open System Theory.** A social system is clearly distinguished from its environment by clearer boundaries. Inside the boundaries, the individuals interact with each other. These interactions constitute the status of group members where some are categorised as leaders and others as followers (Hoy & Miskel, 1982). For Hoy and Miskel (1982), social systems are: 1) made up of interdependent parts, characteristics and practices; 2) people and goal-oriented; 3) structured to carry out specific functions; and 4) sanction bearing through rewards and punishment. Importantly, social systems are open systems where the boundaries of the social system are partially open to get input and feedback from the environment. In an open system, the individuals interact and develop networks of social relations. The social relations, individual needs, internal cultural, along with external environment affect the behaviours and practices of individuals inside the system (Hoy & Forsyth, 1986).

In 1966, Daniel Katz and Robert Kahn introduced the open system theory that considers organisations as social systems. From the larger system, organisations get ‘inputs’ that they process for ‘transformation’ and at the end that results in ‘products or outputs’ (Katz & Kahn, 1966). Organisations as open systems import energy/stimulation— information, resources, motivation, or pressure —from the

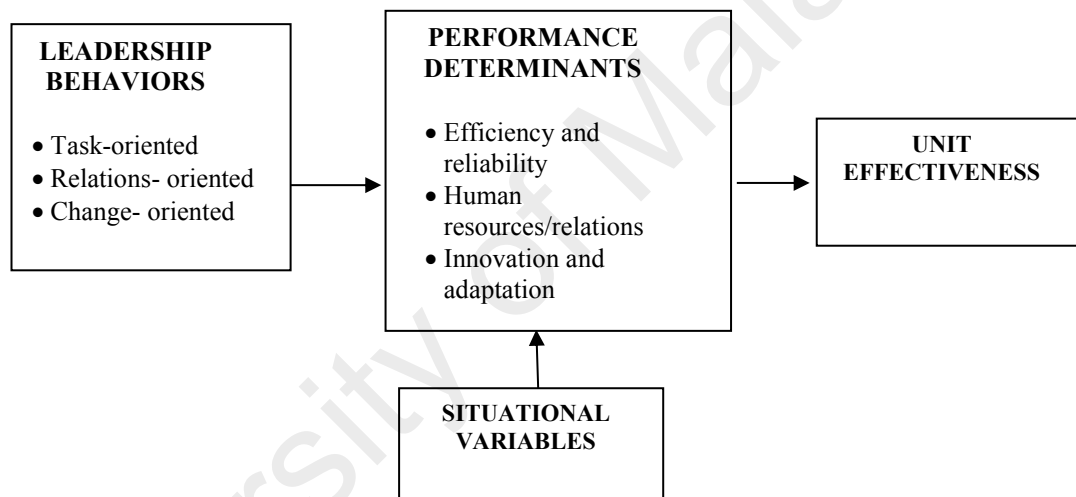
environment in order to function properly. The energy imported is utilised in different activities and process in the organisation. It is the stage where transformation occurs. Because of the transformation process, the outputs are generated and sent to the environment —products and resources— to get more energy or feedback from the environment about the products that they have produced. The feedback received is mostly negative and corrective (Hoy & Forsyth, 1986). *Figure 1.1* further explains the open system theory.



*Figure 1.1.* Open-system Theory (Source: Hoy & Forsyth, 1986, p. 19)

Katz and Kahn’s theory explains the process of organisational change very well. This theory also has its applicability in schools. Schools are considered as open systems surrounded by a larger system, including, parents, society, state, other schools and donor agencies. Individuals inside and outside the school are bounded together by complex networks of social relationships (Hoy & Forsyth, 1986), that in unison push school towards change and transformation. Therefore, this theory explains best the input, transformation and output process in transformed schools. Several researchers have used the same theory as the framework to elaborate the complex organisational functions in schools (Hussein, 2014; James, 1999; Muhammad Faizal et al., 2011).

**Tridimensional Leadership Theory.** The tridimensional theory of leadership employs a multidimensional view of leadership (Yukl, 2004; Yukl et al., 2002). It includes most prominent leadership theories together in order to give a comprehensive theory of leadership behaviour (e.g., transformational, charismatic, change-oriented, managerial and path-goal theories). It covers the relation-oriented leadership behaviour, task-oriented leadership behaviour and change-oriented behaviour as required leadership behaviours for radical transformation.



*Figure 1.2.* Tridimensional Leadership Theory (Source: Yukl, 2004, p. 76)

The Task-oriented Leadership Behaviour (ToLB) consists of three components namely: short-term planning; clarifying tasks, objectives and role expectations; and monitoring operations and performance. Short-term planning includes deciding “what to do, how to do it, who will do it, and when it will be done” (Yukl et al., 2002, p. 18). This component can be measured in written plans, budgets, schedules and meeting minutes (Yukl et al., 2002). The second component involves communicating plans, policies and benchmark, informing subordinates what is expected from them, and

smoothing the ways for subordinates to achieve their targets (Yukl et al., 2002). This component can also be measured by above-mentioned documents and direct observation of the sites. The third element involves monitoring of the operations, the performance of the organisation and individuals inside through observation, analysing reports and data, inspection and reviewing meetings (Yukl et al., 2002).

Relation-oriented Leadership Behaviour (RoLB) includes five component behaviours as providing support and encouragement, developing members' skills and confidence, offering recognition for achievements and contributions, consulting members while making a decision and empowering members to take initiatives in problem-solving. These all components are mainly based on developing close interpersonal relationships through communication, collaboration and coordination (Holloway, 2012). The purpose of this relation building is to develop the careers of the members through coaching, encouragement and empowerment. This component can be measured through observation, interviews, letters and notices issued.

Change-oriented Leadership Behaviour (CoLB) is surrounded by six behaviour components. The first component is 'monitoring the external environment'. This component involves scanning the external environment in order to identify threats and opportunities, getting up-to-date information from reports and publications, attending seminars and meeting and interviewing costumers and other stakeholders (Yukl et al., 2002). In the second component 'explaining the needs for change', leader elaborates the importance of change and develops new vision so the members would be ready for a change. In the third and fourth components, the leader 'encourages innovation' and 'proposes a new vision'. For the fifth element, leader 'takes risk' while implementing a change that s/he think is essential and need of the time, despite resistance and fear (Yukl et al., 2002). The last component is related to 'collective learning' where leader

encourages and facilitates the collective learning process in the organisation (Yukl, 2004).

Along with leadership behaviours, tridimensional leadership theory is based on three more constructs namely: situational variables, performance determinants and unit effectiveness. Where, it is argued that successful organisations need flexible leaders who adapt their leadership behaviour to different situations (Yukl, 2004). Moreover, it is based on the notion that leaders adopt various types of leadership behaviours among three behaviour meta-categories depending on primary objectives (e.g., efficiency, relations, adaptation and innovation). The main objective or performance determinant of ToLB is efficiency in using the financial and human resources. RoLB is focused on developing relations. Subsequently, CoLB aims for adaptation and innovation. All performance determinants are relevant for all organisations, but their importance may differ on basis of situations and conditions (e.g., time, amount of uncertainty, type of organisation and targets).

Hence, tridimensional leadership theory provides a parsimonious framework for understanding flexible and adaptive leadership behaviours in order to meet the varying needs and demands of schools as highlighted by Mulford (2008) and Vilkinas and West (2011). Tridimensional leadership theory gives importance to the contextual and situational variable. It describes the influence of leader on school rather than merely on the teachers' motivation and perception (Gil et al., 2005).

**Model of Capitals for School Transformation.** Caldwell and Spinks (2008) proposed a model for transformation of schools. Model of capitals for transformation is used to explore the main capitals of the transformed schools. It mainly helps in exploring the school transformation process and how these capitals facilitate the

process of transformation (Caldwell, 2007, 2009; Caldwell & Spinks, 2008). According to Caldwell and colleagues, transformed schools exhibit four types of capitals: Intellectual Capital (IC) , Spiritual Capital (SpC), Social Capital (SoC) and Financial Capital (FC). These capitals are crucial for successful transformation. Figure 1.3 shows the model of Capitals in Transformed Schools.



*Figure 1.3.* Model of Capitals for School Transformation (Source: Caldwell & Spinks, 2008, p.11)

For Caldwell and Spinks (2008), school transformation is a systematic and sustained change for the achievement of all students in all settings. Therefore, in their model students are placed at the centre of the model. The capitals are strong and aligned with each other as well as with students' needs and goals of transformation. Moreover, for them, school governance and leadership play the most important role in



strengthening and aligning these capitals. The capitals in this model are further elaborated in Chapter 2.

### **Conceptual Framework of the Study**

A transformation, requires input, strategies and practices in making a new change, and then consequently produces outputs. Figure 1.4 shows a framework for school transformation with required input factors, strategies and practices and outputs.

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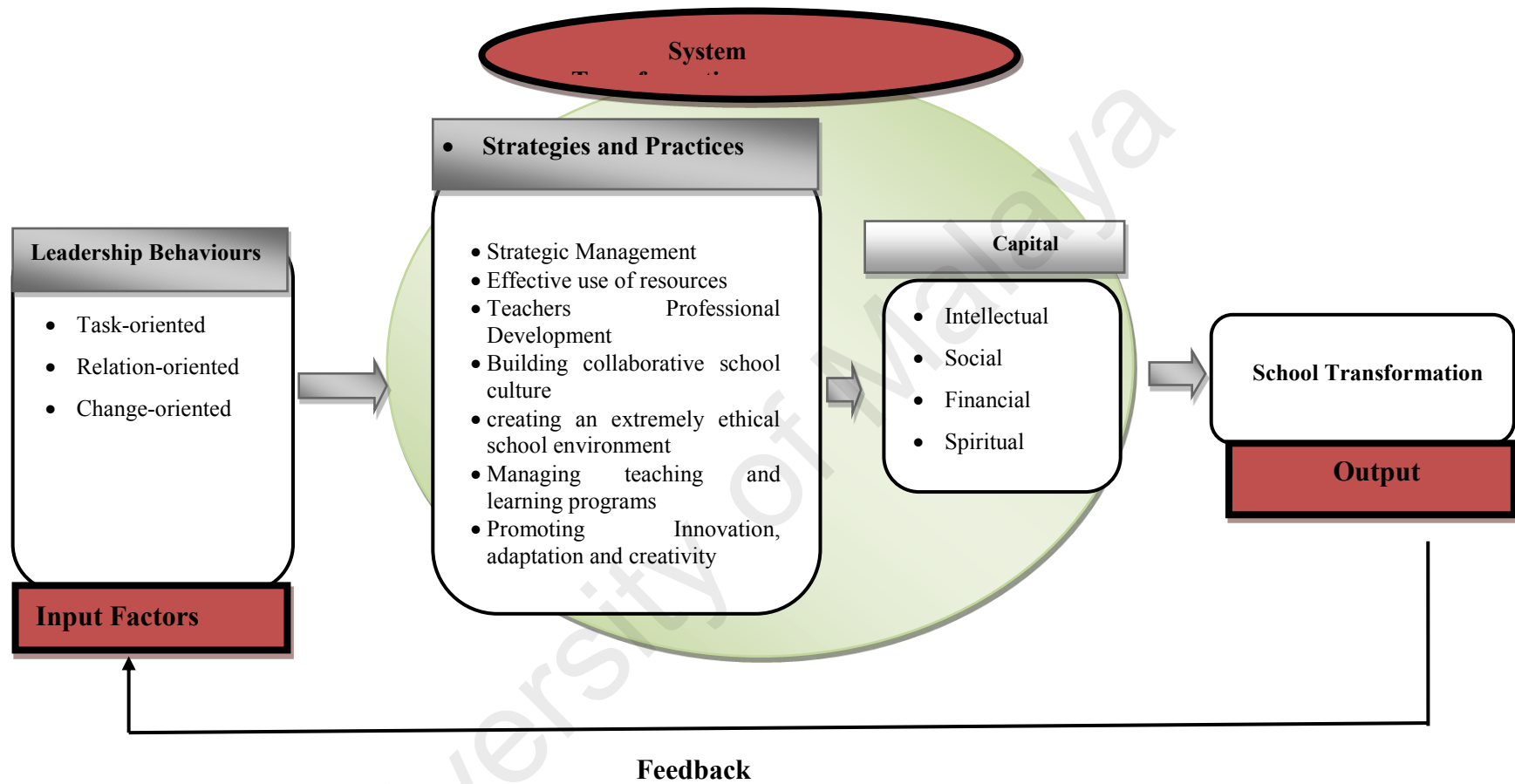


Figure 1.4. Conceptual Framework for School Transformation (Sources: Aziah & Abdul Ghani, 2012, 2014; Caldwell & Spinks, 2008; James et al., 2006; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; McGee, 2009)

As shown in Figure 1.4, school transformation is a complex process and transformed schools are required to be considered as complex open systems. In these open systems, the process of transformation is triggered by many input factors. In particular, school leadership, facilities and resources, physical environment, socio-cultural environment and community support influence school transformation process (Caldwell & Spinks, 2008; Mara, Jill, & Laura, 2009; Wilcox & Angelis, 2011). Among all, the most crucial part of school transformation process is played by school leadership (Oterkiil & Ertesvag, 2014).

Leadership has been found to be the most influential factor affecting school success and performance (Caldwell, 2007; J. Harris et al., 2009) and the second most influential factor on students achievement (Leithwood & Riehl, 2003; Mulford & Silins, 2011; Valentine & Prater, 2011). Because successful change depends on how effectively leaders lead. Therefore, in this study among all leadership would be considered as the most important and required input factor for the process of school transformation (Caldwell & Spinks, 2008; Hallinger, 2003; Leithwood et al., 2006; Oterkiil & Ertesvag, 2014). Other input factors mentioned above largely depend on leadership.

Furthermore, the process of 'transformation' is considered extremely complex in the process of school transformation (Caldwell & Spinks, 2008; Fullan, 1999, 2001, 2003). The process of transformation includes strategies and practices like strategic planning, effective and efficient use of resources, continuous professional development of teachers and leaders, building collaborative school culture and managing teaching and learning programs. Similarly, encouraging innovation and creativity and creating an extremely ethical school environment are approaches and practices in the process of school transformation (Aziah & Abdul Ghani, 2014;

Hallinger, 2003; Leithwood et al., 2006; Sammons, Hillman, & Mortimore, 1995; Shannon & Bylsma, 2007).

These strategies and practices contribute to formation and strengthening of different capitals. For example, professional development is a continuous practice in transformed schools. These schools develop professional learning communities and organise training for teachers based on their needs. Professional development is not only limited to teachers but also leaders and staff are kept up to date through regular capacity development programs (Sammons et al., 1995). The practices mentioned above develop and strengthen the IC of the school (J. Harris et al., 2009).

Previously, the “output” of the approaches and techniques used in the transformational process were narrowly focused on students’ academic achievement only (Demie & McLean, 2007; J. Harris et al., 2009; Lewis & Demie, 2015). The case of SKUL School indicates that because of the transformation process, they got more attention and recognition from the state and government; their wooden school building changed into a building with bricks, students’ academic performance increased; they got many national and international awards; more autonomy; and strong community participation and contribution. Thus, for this study, the output of school transformation is not only limited to students’ achievement but any improvement and change in structure, process, strategies, culture, status, infrastructure, and students’ academic achievement.

The thesis of this study, therefore, upholds that transformed schools are open systems where leadership plays the most important and influential role. The transformed schools develop their own best practices during the process according to their context and needs. These best practices constitute intellectual, social, spiritual and financial capitals. However, the transformation does not lead to improved student

academic performance only as explained in preceding discussion; it may involve in any physical, social, cultural and emotional output. Thus, to explore the aspects of leadership behaviour in transformed schools, this study relies on tridimensional theory of leadership behaviours (Yukl, 2004; Yukl et al., 2002). Yukl (2004) argues that these behaviours are applicable to all types of leaders and organisations. The practices of schools because of their purposes and outcomes compose the capitals (resources) of the schools. the model of capitals for school transformation, proposed by Caldwell and Spinks (2008), is used to explore the capitals in transformed schools. The conceptual framework of this study is further supported in Chapter 2.

### **Purpose and Objectives of the Study**

Based on the statement of the problem, the main purpose of this multiple-case study is to analyse the factors that contribute to school transformation. For that, leadership behaviours, best practices and capitals necessary for the process of school transformation in two selected schools in Selangor were studied. Based on the purpose, the objectives of the study are as follows:

1. To investigate the orientations of leadership behaviours in selected transformed schools in Selangor.
2. To identify the types of capitals in the selected transformed schools in Selangor and how are these developed.
3. To examine the best practices exhibited by school leaders, teachers, pupils and community in the selected transformed schools in Selangor.
4. To analyse the aspects in which selected transformed schools in Selangor have experienced change.
5. To construct a theoretical model on the linkages of concepts or variables as input, resources and outputs in transformed school.

## **Research Questions**

Based on objectives, this study addresses the following research questions:

1. What are the most important orientations of leadership behaviours in selected transformed schools in Selangor?
2. What are the important capitals and how are these developed in selected transformed schools?
3. What are the best practices exhibited by leaders, teachers, pupils and community in the selected transformed schools in Selangor?
4. How does change in different aspects of schools contribute to their overall transformation?
5. What is the most suitable and holistic theoretical model on school transformation including input, resources and outputs?

## **Significance and Rationale of the Study**

A qualitative study on the leadership behaviours, best practices and capitals in Malaysian transformed schools is an important topic to be researched. The findings of this study will provide a better understanding of the applicability of open system theory, the model of capitals for school transformation and tridimensional leadership theory in Malaysian transformed schools. According to researcher's knowledge, there are limited studies using tridimensional theory of leadership behaviour in school settings, especially in Malaysian context. Since, this theory has been used in health and business organisations previously (Barrasa, 2003; Michel, Lyons, & Cho, 2010). Similarly, according to researcher's knowledge, this is the first study using the model of transformation in Malaysian schools.

The findings of the study may make it possible for average and low-performing schools in Malaysia as well as in other parts of the world to learn and replicate the best practices and leadership behaviours in transformed schools. According to the researcher's knowledge, the majority of the studies related to best practices in excellent or high-performing, or effective schools are conducted in developed western countries like United States of America, United Kingdom and Australia that may not help developing countries like Malaysia due to their own cultural and contextual needs (Muhammad Faizal, 2013).

Besides, the method of this study is qualitative in nature to get better and in-depth understanding of the problem under study as proposed by (Ekvall & Arvonen, 1991; Yukl, 2004; Visser-Wijnveen et al., 2012). Finally, the findings of this study may add to the current literature by filling the gap in the school transformation (see, p. 8) in general and in Malaysia in particular. It may generate areas of interest and concern for future research. Interestingly, this study provides public awareness for the best practices, capitals and leadership behaviours in transformed schools in Malaysia.

### **Limitations of the Study**

This study had several limitations and cautious actions were taken to overcome these limitations. The study was qualitative in nature, therefore, it was limited to research design, selection of sample and site and researcher bias. However, as this qualitative research employed multiple-case study design, using multiple data collection tools and multiple participants to get trustworthy results. Moreover, the transformed schools for this study were national schools. Therefore, the findings cannot be generalised to all schools in Malaysia.

Besides, some of the first-hand resources (published materials) were in *Bahasa Melayu* (BM) (Malay language). Therefore, the researcher was depended more on secondary resources and interviews as compared to the first-hand resources. Nonetheless, one of the main article used in this research (Aziah & Abdul Ghani, 2014) and relevant documents such as minutes of meetings and reports have been translated by a renowned academician and writer in English and BM. The researcher could understand and make sense of the activities and conversation on the seen as she has been in Malaysia for a long period and passed B.M language course. She also asked the teachers and staff during the data collection for clarification, if required. Moreover, the participation in interviews was voluntary; therefore, the majority of the teachers who were willing to participate were those who were confident enough and proficient in English. Thus, the participants from English and science background were more in number as compared to the teachers from other subjects. This could have influenced the findings of the study. However, the researcher tried her level best to get teachers from different subjects and genders to get findings that are more reliable. Finally, the accessibility of the required documents was also a limitation of the study, even though, the leaders and school personnel were convinced for confidentiality of documents.

### **Operational Definitions**

The key terms that are used throughout the study are briefly operationalised here.

1. Transformed schools: For this study, any remarkable change in structure, performance, status, culture and recognition of the school from last five years was considered as a transformation element.



2. Best practices: for this study, the daily routine practical, workable and attainable activities with certain remarkable outcomes were considered as the best practices in transformed schools.
3. Capital: capital in this study refers to resources or assets of the schools that result or help in school transformation (Caldwell & Spinks, 2008).
4. Leadership: this refers to the capabilities and competencies of a person given the charge of leading a school in generating and blending all resources, human, and materials, for the betterment or excellence of a school. Leithwood et al. (2006) define leadership as a process of direction and influence. However, for this research, leadership is mainly referred to school leaders (principals & heads) in transformed schools.
5. Leadership behaviour: According to Owens (2001), behaviours are actions that flow from values and beliefs that people hold. Based on above definition, leadership behaviour for this study reflects school leaders' values, beliefs and skill that could be observed from his/her actions and interactions in the school.

### **Organisation of Thesis**

It is important to provide an outline of the organisation of the chapters. This report consists of five chapters. The current chapter gave an overview of the project including the background of the study, statement of the problem, conceptual framework and relevant theories underpinning the study. Afterward, the need, purpose, questions, significance and limitations of the study were explained. At the end of the chapter, the main terms that are used in the study were enlisted and operationalised.

Chapter 2 presents an intensive review of the literature on school transformation, best practices, capitals and leadership behaviours. In reviewing the literature, the following topics are addressed: school transformation, best practices and capitals in transformed school, leadership behaviour and the current literature on school leadership.

Chapter 3 presents a detailed, step-by-step procedural examination of the methodology employed in order to achieve the research objectives. Chapter 4 deals with the findings of the study while Chapter 5 provides a discussion of the findings, implications, recommendations for future studies and conclusion of the study.

### **Summary**

This study aimed at finding the leadership behaviours, best practices and capitals in two selected transformed schools. This chapter gave an introduction of the research thesis. For that, in the first section, the background of the study was discussed. The second section explained the statement of the problem. Then the conceptual framework and relevant theories underpinning the study were elaborated in detail. Afterward, the need, purpose, questions, rationale, significance and limitations of the study were explained. The main terms were enlisted and operationalised as well. At the end of the chapter, the organisation of the thesis was elaborated. The next chapter reviews the current literature on the school transformation, leadership behaviours, capitals and best practices comprehensively.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter provides a review of the literature so that a logical framework is developed, a gap within the existing literature is identified and a rationale for the study is provided (Gay & Airasian, 2000). Moreover, this chapter reviews the current studies focusing on school transformation. It also inspects the current literature on best practices, capitals and leadership behaviours in transformed schools.

#### **School Transformation**

Change is a shift from one state to another or moving from current state to a desired state. It is a process of dynamism in perceptions, understandings, routine activities, processes and structures of organisations (Inandi, Tunc, & Gilic, 2013). Based on the objectives, needs and process, change has been categorised differently by various researchers. For example, Levy and Merry (1986) classified the change into first-order and second-order change. The former involves improvement in organisations without changing their core values, beliefs and systems while the latter includes multidimensional, qualitative, multi-level and radical change involving paradigm shift. On the other hand, Anderson (1986) classified change into three types as: 1) developmental change, involving improvement of current knowledge, skills, practices and performance; 2) transactional change, which was based upon redesigning of current systems, structures, strategies, processes and works; and 3) transformational change that consists of overhaul of strategies, systems, structures, processes, works, cultures, behaviours and mindsets (Anderson & Anderson, 2001). Similarly, Oden (1999) divided change into incremental or continuous change and radical or discontinuous change. According to him, incremental change is a step-by-step

improvement and implicated on more commitment of people, time and money while the radical change was caused by external forces. It was considered complex, wide-ranging, and required the quick departure of previous work habits, rituals, beliefs, practices and structure. The second-order radical change was actually transformational change— a paradigm shift in beliefs, behaviours and mind-sets of the people, which also includes paradigm shift in mission, vision, values, processes, structures and tools of the organisation (Kotnour, 2010, 2011; Levy & Merry, 1986).

Like other organisations, transformation in school settings is also a paradigm shift in beliefs, behaviours, mind-sets of the school members including teachers, staff, leaders and parents. It is noteworthy that school transformation is different from that of the business organisation. It serves a moral purpose where its aim is to transform an organisation by influencing the lives of individuals inside and outside the school (Mara et al., 2009). Due to the broader and humanistic aim of education, schools cannot work in isolations like business firms, a group of other organisations and individuals are tied up together to collaborate and interact with each other.

For school transformation, firstly, it is essential to group schools, districts and state levels together where, every level must hold the responsibility to increase interaction and collaboration at their level and beyond (Fullan, 2003). Secondly, parents and community involvement and support have also been recognised as factors aiding school transformation (McGee, 2009; Sammons et al., 1995; Shannon & Bylsma, 2007; Zmuda, Kuklis, & Kline, 2004). Accordingly, many external factors force schools to be adaptive to change in order to fulfil the expectations and demands of individuals, society and the nation. These factors include globalisation, technological advancements, pressure from the environment and demography

(Ghavifekr, Afshari, Saedah, Ahmad Zabidi, & Razak, 2013; Mulford, 2008; Tai, Omar, Mohamad Sahari, & Khuan, 2014).

One of the most important reasons for the need of school transformation has been highlighted by Ghavifekr et al. (2013). According to the study, educational organisations need to harvest a culture of change and innovation to maintain their dynamic and competitive position. Programme for International Student Assessment (PISA) has forced many countries around the world to transform their education system (Hartong, 2012). Through PISA, it is now possible to compare the education systems of different countries with one another. Consequently, a competitive environment has emerged where every country promotes the schools to perform well and succeed. Different countries have planned short and long-term plans to transform their schools and educational systems (Hartong, 2012; see also Malaysia Education Blueprint 2013 - 2025). Hence, the aforementioned factors lead to the: 1) the efficient exchange of knowledge among people; 2) innovation in working styles of school personnel; 3) diversity in working and study environment; 3) and coherence and frustration among individuals.

Conspicuously, school transformation is a constructive and long-term change in the mind-sets of the individuals in the school. It is not imposed externally rather embraced internally through shared ownership for the consequences (Zmuda et al., 2004). Fullan (1999) called complexity, anxiety, diversity and the conflicts within schools as the driving force behind the transformation. According to him, a certain amount of anxiety (if handled with creativity) is needed for change. Complexity initiates change and that results in anxiety. Moreover, he claimed that conflicts and diversity if respected enforce creativity and innovation that are important components of change.

According to Zmuda et al. (2004), without keeping the focus on the performance of the students, systems thinking, collective planning and implementation, collegiality and collective accountability transformation is far to be achieved. The review of the literature (Fullan, 1999, 2003; Hopkins, 2013; Owens, 2001; Mara et al., 2009) reveals that the main characteristics of school transformation are as follows:

- The process of school management and leadership are the main factors affecting school transformation.
- The focus of transformation process is on students' performance by morally driven purpose, quality teaching and pedagogical practices and powerful learning environment.
- Transformation does not depend on rules and rigid structures; rather it depends on collaboration, interaction, learning and priorities.
- Conflicts and diversities are the essential opportunities for school transformation, which does not act as a threat rather it results into creativity.
- Coherence in standards of curriculum, assessments and professional development of teachers via coordination is essential for successful transformation.
- Equity, the culture of openness, trust, cooperation, required resources and professional learning communities are the important factors for transformation.
- Use of the data to monitor students, their feedback, enhancement of their performance and awareness of the public is essential for transformation through transparency.
- School transformation is a continuous and never-ending process.

According to Kotter (1995), the process of transformation is based on series of phases, where each phase requires a considerable time to be completed and problem in any phase can affect the whole process of transformation. One of the main issues identified by him is the resistance to change. Therefore, for successful transformation, the resistance should be identified and a plan of action should be prepared in order to minimise the resistance (Kotter & Schlesinger, 2009). Besides, for successful change, the strategies for change must be adaptive according to the situations. The leadership capacity development and proper strategies and plans for successful implementation matter as well (A. Harris, Jones, Adams, Perera, & Sharma, 2014). Aziah and Abdul Ghani (2012) verify through their study on award-winning jungle school in Sarawak, Malaysia that community involvement, teacher's commitment and innovative thinking are the fundamental elements of remarkable transformation. Caldwell (2009) highlighted that one of the main reasons of Finland successful schools is the attraction and retention of competent teachers. However, Mulford et al. (2008) found that the school transformation and success in high-poverty communities were the results of high-performing leadership.

Hence, change brings along its own baggage of confusions, conflicts and resistance but for successful transformation, tolerance for discomfort and ambiguity is required by people inside the organisation in order to value the purpose behind the change (Zmuda et al., 2004). It needs trust, productive feedback, acceptance, collaboration and networking (Starr, Teachers, & Bank, 2014; Zmuda et al., 2004). According to Mulford (2008), in today's turbulent world, we need to seek, embrace and even thrive for change. However, this needs burying the past with countless efforts and struggles (Levy & Merry, 1986). Hence, hard work, determination, commitment, coordination, teamwork and trust smoothen the way to successful transformation.

Consequently, school transformation is a complex and multidimensional process (Urick & Bowers, 2013). It embodies alteration in status quo, which subsequently change many aspects of school life. Generally, the changes can be traced out in school settings, current thinking, structures, rules and regulation, process, long-held traditions, curriculum and instruction, school infrastructure and school design, students' academic and non-academic achievement, community interactions, administration and leadership (Hsiao, Lee, & Tu, 2012; Leiringer & Cardellino, 2011; Sammons et al., 1995; Shannon & Bylsma, 2007; Starr et al., 2014; Zmuda et al., 2004). However, the criterion for transformed schools in the current literature is generally based upon the academic performance of the students. For example, for Caldwell and Spinks (2008) "a school has been transformed if there has been the significant, systematic and sustained change that secures success for all of its students"(p.28). Similarly, the focus of school transformation for Mara et al. (2009) is also on students — i.e. "to close the achievement and resource gaps for all students"(p. 4). This viewpoint explains the school transformation partially. Therefore, there is a need for a more positive and broader look at the school transformation in terms of structure, strategy, processes, culture, leadership and curriculum and as well as a change in students' academic and non-academic achievement.

### **The Best Practices and Capitals in Transformed Schools**

A bulk of literature is available on school transformation. The analysis of this literature shows two trends: one of which discusses the success stories of the transformed schools and the best practices and capitals that facilitated their success, while other analyses the obstacles and challenges in the school transformation. The following discussion deals with current literature on the best practices and capitals of schools that succeeded to be transformed consecutively.



**The Best Practices in Transformed Schools.** The topic of school best practices and characteristics first appeared in the early 1970s in the work of Weber (1970). He raised the slogan 'schools matter' by criticising the early researchers who claimed that the poor achievement of the socially disadvantaged students was due to their Socio-Economic Status (SES) only. He examined the four schools where poor students could perform better and identified leadership, the atmosphere of the school, and expectation as the common factors among selected schools that influenced students learning. Weber's revolutionary study reinforced many researchers to explore how schools matter. The second main contribution can be traced out in Edmonds' (1979) theory which was an extension of Weber's study focusing on equity. He confirmed Weber's findings that the low SES did not influence students' personality and intelligence. He found strong leadership, the climate of expectation, a permissive and flexible atmosphere conducive to instructions and accountability of student's performance as the key characteristics in the schools.

Sammons et al. (1995) found previous literature investigating the practices and characteristics in transformed school focusing mainly on equity in terms of students' achievement in the schools that serve high-poverty and ethnic minority students. In addition to this, schools effectiveness has been measured in terms of students' achievement in the basic literacy and numeracy tests only. This outlook, according to Sammons et al. (1995), is limited because it focuses on students' cognitive outcomes only. This outlook ignores other aspects (social, cultural, moral and emotional) in the life of students and fails to consider all the schools in every setting. By reviewing various studies focusing upon transformed schools eleven interrelated common characteristics were identified (Sammons et al., 1995) . The eleven characteristics were:

1. These school had firm, purposeful, participative and instructional-oriented leaders;
2. Vision and goals in those schools were developed by collaboration, collegiality and consensus with staff in order to have same aim, purpose and practices;
3. Calm, orderly and attractive learning and working environment prevailed in those schools;
4. They focused on teaching and learning by maximising learning time and emphasising on academic activities as homework, student and teacher evaluation and students achievement;
5. The teachers in these schools used well-organised and adaptive teaching methods with clearly communicated objectives;
6. They had high expectations for the achievement of students, communicated expectations to students and challenged them to meet the desired expectations.
7. Those schools gave feedback and positive reinforcement to the students;
8. Student's performance, teachers' teaching and overall school performance were monitored and evaluated regularly;
9. The self-esteem of students was raised by teachers, they were given a little freedom to control their own work and also involved in school activities;
10. They developed a well- reputed partnership with parents;
11. Leaders, teachers and staff were kept up-to-date through regular capacity development programs.

These identified characteristics by Sammons et al. (1995) are comprehensive and well elaborated. This study gave a new direction to the literature on practices and characteristics of transformed schools where every school mattered regardless of students SES and ethnicity. Subsequently, many researchers found that school factors

contribute to the successful transformation of the school (Demie & Lewis, 2010; Demie & McLean, 2007; Lewis & Demie, 2015; Muhammad Faizal, 2013; Shannon & Bylsma, 2007).

A deluge of literature is available on success stories of schools that not only minimised conflicts, resistance and tensions but also surpassed many counterparts by using their innovativeness and creativity. The purpose behind reviewing these stories is to analyse the factors, behaviours and practices of the schools that contributed towards their success in order to duplicate or help other average and low performing schools to transform.

A shared vision, high expectations for students learning, capacity development, parent and community involvements and effective collaboration among the stakeholders has been identified as best practices in transformed schools by previous researchers (Shannon & Bylsma, 2007). Similarly, according to Zmuda et al. (2004), transformed schools collect, analyse and synthesis information on student achievement in order to minimise the gap between current and expected performance and use research to enhance teachers performance. Additionally, orderly and well-organised instructional and curriculum practices have also been regarded as best practices (Shannon & Bylsma, 2007). While examining the best practices of HPSs in high-poverty areas, McGee (2009) found that these schools had many characteristics and practices in common. The commonalities were found in strong and visible leadership, emphasis on early literacy by the allocation of significant financial and human resources, competent, hardworking and talented teachers, extra time for academic activities, teamwork and parents' involvement. It was also found that the above-mentioned characteristics and practices were factors contributing to the success of school, not class or school size and alignment with state standards. It was also

confirmed by another study that small schools are not the main factors helping in transformation (Lehman & Berghoff, 2013). In contrast, there are studies that claim that successful transformation depends on the small school and classroom sizes (e.g., Liu, 2016; Mara et al., 2009). Furthermore, the school designs have been identified as an important factor affecting school success and change process. Leiringer and Cardellino (2011) in their case studies on school building design and transformation found that the educational objectives, mission, vision and values of the schools could be incorporated into, and supported by innovative school designs. Thus, the structure and design of the school can be contributing factors in school transformation as well.

Similarly, creating and nurturing rigor by balancing it with a fluid exchange of ideas and facilitating innovative actions has been considered as best practice in transformed schools by Wilcox and Angelis (2011). In this multiple case study, the practices of high-performing schools were compared with the practices of average-performing schools. The high-performing schools made strategic decisions by analysing data and the needs for the professional development of teachers in order to provide them with required trainings. Moreover, the innovative culture was also found to be existing in the high-performing schools that made them flexible, creative and adaptive in their instructional practices. These schools not only maintained the status quo but also planned and visualised the future through creativity and innovation (Wilcox & Angelis, 2011). This change-oriented focus as the characteristics of high-performing schools has been ignored by Sammons et al. (1995), Shannon and Bylsma (2007) and others.

Undoubtedly, transformed schools are those that develop and identify the quality of life by enabling individuals to face and adapt to the changes due to globalisation, technology advancements and environmental degradation (Mulford,

2008). Mulford (2008) examined six scenarios for the schools of the future developed by the Organisation for Economic Co-operation and Development (OECD) to predict the scenarios for schooling over the next 10 to 20 years. He predicted that future schools would be more self-improving, self-sustaining, socialised and adaptive with a strong emphasis on professional learning communities. Like Wilcox and Angelis (2011), Mulford's (2008) predictions highlight the importance of change perspective, socialisation as the important factors that need to be exercised as best practices in today's schools to be successful.

Importantly, identifying the cultural identity and context of transformed schools are deemed essential while examining the practices and characteristics in these schools (A. Harris et al., 2015; Muhammad Faizal, 2013). Schools are being considered as complex socio-cultural systems, having their own ethos, beliefs, values and practices where in spite of having different roles and responsibilities, all individuals are intimately interconnected and dependent upon each other. Nonetheless, they do not stay in their confined boundaries and are more open to the external world. Therefore, it necessitates an entirely new perspective to explore the best practices of transformed school (see, James et al., 2006; James, 1999; Muhammad Faizal, 2013).

Best practices of SKUL in a remote area of Malaysia unquestionably are different from the best practices of schools in Illinois' "Golden Spike" Schools in America and Tasmania schools in Australia. Similarly, the practices of transformed schools in China were found to be slightly different from the schools in the west due to their culture and background (J. Harris et al., 2009). Hence, contextual factors need to be considered while examining the practices and capitals of transformed schools (A. Harris et al., 2015; James et al., 2006; Muhammad Faizal, 2013; Muhammad Faizal et al., 2011).

According to Fullan (1999), every school is unique; it has its own historical background, culture, beliefs, values and its own group of people with different personalities as well their own demographic characteristics. Furthermore, he suggested that being unique, every school should design its own theory of change because neither any outsider can understand their problems nor solve. Similarly, the conditions of transformed school described below clearly indicates that every transformed school has its some unique characteristics:

Entering into the portion of the large building dedicated to Urban Academy Laboratory High School, visitors immediately notice that there are some things that feel decidedly un-school-like. In the expansive hallways, couches are strewn with students' personal belongings, from purses to iPods. Students constantly move in and out of the one large room that serves as the collaborative office for all of Urban Academy's staff members, including the principal, in which staff desks are piled precariously high with papers and books. Conversations with students at Urban—or at any of the schools in the CES Small Schools Network—reveal school ownership and pride. Students are articulate about why their particular school is unique and the ways in which they feel that they are a part of a strong and nurturing community (Mara et al., 2009, p. 271).

In short, the process of school transformation is challenging, comprehensive and multidimensional. Developing a shared vision and collaborative school culture, involving parent and community, acquisition and wise utilisation intellectual, financial, social, spiritual resources are some of the best practices that help the school to be transformed. Subsequently, effective instructional practices, use of data and creating ethically and emotionally positive school environment help schools to be transformed. Apart from this, effective leadership has been identified as one of the most important contributing factors in successful schools without which school transformation is impossible.

**School Transformation and Best Practices in Malaysia.** Education is considered as an important factor in developing the social and economic capitals of any country. Like many developing countries, Malaysian government also considers education as the major factor that helps in improving the quality of life and provides social gain and benefits to the nation (Tahir, Mohd Nihra, Khadijah, Shafeeq, & Aqeel, 2015). Education enhances and promotes productivity, innovation, creativity and tolerance in order to adapt to environmental and technological changes. Due to globalisation, the world is rapidly transforming which makes school more complex. This also forces schools to change and be compatible and adaptable to the world around and Malaysia schools are not regarded as exceptional, as noted by Rahimah and Ghavifekr (2014):

The new millennium has brought with it a lot of uncertainties. We are confronted with changes, which are escalating. We are now in the post-industrial era, enjoying the benefits of technology advancement. Changes which happen in the last decade far surpass what has happened in the twenty to thirty years before that. The world has become a much more complex place to live, while at the same time becoming more similar across boundaries. With the rapid advancement of technology, particularly information communication technology, the nature of schools and meaning of learning change drastically. It is certain, however, that the world of schools, the teacher and classrooms will be more complex than ever (p. 49).

The Malaysian government, district officers, teachers, parents and students are all determined to get their overall school system transformed in order to compete with the changes around. However, the process of transformation is not an easy task. It demands visionary teamwork at upper and lower level of management along with courage, determination, honesty and hard work (Hussein, 2014).

Hussein (2014) proposes that the Malaysian school can be transformed through school-based management where heads of schools have autonomy and authority. According to him, school-based management facilitates the process of school

transformation. It enhances the ability of school members to device sustainable programs suitable for their local needs and school transformation. It develops the problem-solving capabilities of the school leaders and strengthens school-community partnership. However, Malaklolunthu and Shamsudin (2011) found that in the cluster schools (with school-based management) principals were not given full autonomy. Moreover, they found that heads faced difficulty in managing funds, meeting high standard goals and expectations, retaining good teachers and developing international collaborations. In the same way, cluster schoolteachers were under pressure due to high demands and increased workload. They faced difficulty to work with students who needed remedial classes.

In another study, the missing aspects of the dynamics of the 'vision school' in Malaysia were examined (Malaklolunthu & Rengasamy, 2011). The policy (vision school) aimed to bring vernacular primary schools of Malays, Chinese and Indians together under the same compound to promote multicultural education in Malaysia. The researchers found that the vision school policy was not being implemented successfully because the schools were not operating under a common system. Moreover, it was found that the schools were located in one compound but were not using the available physical, intellectual and social resources. This indicates that for successful transformation MoE and IAB should work together for resource development in such schools in order to minimise the obstacles and challenges for successful policies implementation. In addition to this, it is also required that the practices of schools that are successful in implementing the above policies should be used as a guide for other schools that are facing difficulties in doing so.



The same trend is being witnessed in western countries where the schools that have been successfully transformed are being considered as models for school transformation (Caldwell & Harris, 2008; Caldwell & Spinks, 2008; Demie & Lewis, 2010; Demie & McLean, 2007; James et al., 2006; Lewis & Demie, 2015; McGee, 2009; Mulford et al., 2008; Shannon & Bylsma, 2007). However, such studies may be inapplicable to the Malaysian context, as these studies have conceptualised school transformation according to western cultures and their testing in Malaysian context may cause serious problems.

When exploring the best practices and effectiveness of excellent schools in Malaysia and Brunei, Muhammad Faizal et al. (2011) claimed that insights from such studies could offer an opportunity to both societies to understand the best practices in the selected schools. Moreover, exploring best practices can be used as a guide to transforming other schools by improving the quality of education (Muhammad Faizal et al., 2011). Furthermore, MoE Malaysia intends to use high-performing schools as guides and coaches to raise the standards of education across the country (Ministry of Education Malaysia, 2013). In addition to this, local researchers are motivated to explore the best practices of high-performing schools. For example, Aziah Ismail and Abdul Ghani Kanesan Abdullah from Universiti Sains Malaysia were awarded a grant from the university to identify the secret recipes of five high-performing national schools (Aziah & Abdul Ghani, 2014). In that study, they found that the secret recipe of SKUL is not students' SEC but involvement of parents maintained by school. SKUL is situated in a remote area in district Limbang Sarawak, Malaysia. It is one of the best examples of school transformation not only in Malaysia but globally. The school is situated in the middle of a jungle with no roads but has created networks with well-reputed national and international institutions. The school has poor infrastructure but

is rich with committed, creative and innovative teachers. Although the majority of students are from low SES background, their confidence and self-esteem are well developed. The school not only succeeded as the first rural high-performing school but also launched itself as the top school of Malaysia by achieving 100% results. If students in this school are from low SES, with uneducated parents, with same curriculum and system like other schools in Malaysia, with no modern and up-to-date classrooms, then what helped this school to transform from a low-performing school to a high-performing school? Aziah and Abdul Ghani's (2012, 2014) found few unusual practices in this school. For example, they found that "Almost every pillar in the school has a notice that carries a positive message. Each message is intended to motivate or inspire, not just the children but also the entire school community" (Aziah & Abdul Ghani, 2012, p.1311).

One of the niche areas of SKUL is the widely spoken the English language. School headmaster not only encourages students to speak in English like other schools but also motivates parents to learn English. As a result, parents speak English to their school-going children that improve English proficiency of students. As well as that, the future students of school (the siblings of students) learn English from their school-going siblings and parents. Thus, the school needs to put comparatively little efforts on upcoming students. Most importantly, mentor and mentee strategy is used to minimise students' discipline problems where the senior students are to work as a mentor to help junior students to become more disciplined and obedient.

In an attempt, a model for effective schools appropriate for the context, needs and problems of Malaysia has been developed (Muhammad Faizal, 2013). Through Delphi technique, the researcher found seven aspects along with their strategies that contributed to the effectiveness of the schools. These seven aspects and strategies are

the main characteristics and practices of the schools that make them effective. The identified practices were conducive school environment, emphasis on teaching and learning, high expectations, school as learning organisation, collaboration with parents and community, continuous assessment and principals' professional leadership. Nonetheless, to understand the practices of a person or an organisation researchers need to spend time at sites to collect data through observation of routine activities, interviews and document analysis (Whittington, 1996, 2003).

Muhammad Faizal et al. (2011) argued that there is a need to explore the best practices of high-performing Malaysian schools in order to guide the school transformation process. Therefore, there is a critical need to explore the characteristics of the transformed schools in order to help average and low performing schools in Malaysia. In-depth studies on newly transformed schools in Malaysia can give a better understanding of the practices that can be learnt and duplicated.

**Capitals in Transformed Schools.** In addition to the practices in transformed schools, a new trend is apparent in literature upon investigating the 'capitals/resources' of the school that contribute towards transformation (Caldwell, 2009; Caldwell & Harris, 2008; J. Harris et al., 2009). An International Project to Frame the Transformation of Schools was framed to analyse the factors that give rise to a transformation in the secondary schools.

From extensive case studies from China, Finland, United States, Australia and Wales, it was found that each selected school created, strengthened and aligned four forms of capitals: intellectual, social, spiritual and financial. To understand what schools did in order to learn from them, it is crucial to consider how school develop, align and strengthen the four capitals mentioned above (Caldwell & Harris, 2008). This proposed model for the transformation of schools describes transformation as a

systematic and sustained change for the achievement of all students in a given setting. These capitals are strong and aligned with each other as well as with needs of students and goals of transformation. Moreover, school governance and leadership play the most important role in strengthening and aligning of the above-mentioned capitals.

Besides, the indicators for each capital were also devised (Caldwell, 2009). The knowledge, skills, competencies and capabilities of people working in or for school reflect the intellectual characteristics of transformed schools. For instance, talented, hardworking and trained teachers along with, educated, committed and determined school principals constitute intellectual characteristics of transformed schools. These aspects are acquired by continuous professional development, encouraging innovation and creativity and managing the instructional process. The indicators for intellectual capital in transformed schools are listed below:

- The staff, teachers, principal are at the forefront of knowledge and skill in required areas and pedagogies.
- The best practices observed in other schools are identified and implemented.
- A culture of acquiring and sharing professional knowledge is built in these schools.
- Best practices are recognised and rewarded.
- Plans are developed for professional development for all individuals working inside.
- Outsourcing is done when required for staff professional development.
- A collaboration is developed with other schools, universities and agencies for learning, sharing knowledge and resources and problem-solving.
- A portion of the budget is allocated for professional development and sharing activities.

- Flexibility is warranted in these schools for staff for innovating their professional practices.
- A culture of no-blame exist where the staff is assured that they can fail trying something new innovative.

Social capital stands for the formal and informal partnership between schools and parents, community, schools, business and agencies that can support the schools. It focuses on developing collaboration by cooperation, participation and teamwork among all stakeholders inside and outside the school. According to Caldwell and Spinks (2008), social capital is an essential component of school transformation, especially family, community and school partnership. The indicators for social capital in transformed schools are as following:

- The expectations of parents and community and vision of schools are aligned.
- Parents, community and others take an active part in school activities.
- Parents, community and others are also involved in school decision- making process.
- Parents, community and others are always ready to help the school in challenging circumstances.
- Schools get financial and human support from parents, community and other organisations and institutions in exchange for their services and structures.

Financial capital refers to monetary resources. It involves alignment of funding to make all students successful in all conditions through provision of quality education. According to Caldwell and Spinks (2008), financial capital is not the most influential factor affecting the school transformation, as was thought previously, but one of the

capitals required for transformation along with intellectual, social and spiritual capitals. Listed below are the indicators of financial capital:

- Funds received from the government are used wisely.
- More funds are raised from parents, community and other donating agencies and organisations.
- A long run financial plan is devised along with the yearly-based plan.
- Expenditures are monitored and controlled.
- Budget allocation is slightly flexible so that it can transfer from one thing to another as needs change or emerge.

The last capital is spiritual capital that focuses on morality, ethics, values and religious beliefs. Caldwell (2007) claimed that school transformation could not be achieved without considering the spiritual aspects. The indicators for spiritual capital in transformed schools are as following:

- Values, beliefs and attitudes are aligned.
- Strong moral purpose and shared values are reflected in their practices.
- Religious beliefs and values are embedded in vision, mission, curriculum and practices.
- School and parents, community and others develop a high level of trust and respect.
- The staff and students who do not compromise on the values and beliefs of school are recognised and rewarded.

Besides, according to them, school leadership plays the most important role in strengthening and aligning these capitals. Therefore, outstanding school leadership is required for school transformation. It is a school leader that plans and organises professional development programs, involves parents and community in school

activities, monitors and utilises budget appropriately. The alignment of religious beliefs with the vision of the school is only possible by effective outstanding leadership. The four kinds of capital work together in a coherent manner and all are equally essential and required for successful transformation (Caldwell & Spinks, 2008). Without considering leaders practices in aligning and strengthening these capitals, school transformation process would not be understood completely.

Based on the model of capitals for school transformation, five secondary schools in China were examined to analyse how they strengthened, utilised and aligned their above-mentioned resources to achieve high performance and transformation (J. Harris et al., 2009). The researchers found that to build intellectual capital, these schools tried to attract talented teachers, provided good working conditions and offered additional remuneration if needed. In addition, they focused on developing teamwork among teachers to enable them to help and support each other and collaborate and exchange their expertise and develop communities for learning. The teachers were not only encouraged to use research evidence in their daily school activities but also appreciated to conduct different research projects to create new knowledge.

To develop social capital, the selected schools involved parents and community in decision-making (J. Harris et al., 2009). They developed positive, collaborative relationships with educational institutions such as schools, teacher educational institutions, research institutions and universities. This relationship resulted in strengthening the social capital of the school as well as intellectual capital by expanding learning opportunities to staff and students. For financial capital enhancements, these schools implemented entrepreneurial approaches by developing partnerships with private organisations. They were also earning more as compared to other low-performing school through “school choice fees”. Moreover, they also

received getting monetary rewards and funds from the government. Selected schools raised donations from parents and community. For the development of spiritual capital, teachers were acknowledged and appreciated in public. As teaching is considered as a moral obligation in China, therefore, they became more motivated and committed to being recognised as moral agents. Additionally, one school also organised moral education programs that strengthened the morals values of the students.

Recently, researchers analysed how school leaders constructed the above-mentioned four capitals in a multiple-case study in Taiwan (Chen & Pan, 2016). They found that the development of each capital for school transformation was different along the cases due to the difference in the context. Notably, they claimed that the capitals are interrelated to each other where one capital may facilitate other capitals.

Additionally, a researcher investigated all the four capitals of the schools that were responding to a reform movement in China (Ng, 2015). The researcher collected data from 23 in-depth interviews with principals and focus group discussions from 6 principals. The findings indicated that principals enhanced the intellectual capital of school by providing training, motivation, encouragement, help and support to the teachers. To develop social capital, the personal, social and cultural needs of the teachers are considered to transform teachers' professional life. However, as schooling system in China is highly bureaucratic; therefore, the chances for strengthening and enhancing social, intellectual, spiritual and financial capitals for school principals were difficult and needed to be given more importance. In the study conducted by Ng (2015), it was found that the principals try to reduce teachers' stress and the majority of the principals were trained in managing mental health in schools. Here, the principals try to manage emotions.



***Emotional Capitals.*** Being based on grounded theory analysis, ‘Emotional capital’ emerged from the data. Thus, the purpose of this section is to review the existing, however, limited literature on emotional capital in order to report the gap in existing literature on emotional capital in transformed schools.

Goran and Negoescu (2015) define emotion as “the recurrent involvement of feelings and impulses toward action, it means the feelings each individual can recognise in themselves, by introspection, or assign to others” (p. 1606). The researchers have identified two important components of emotional capital namely emotional intelligence and emotional competencies (Gendron, 2005). Nonetheless, both involve same factors and practices with alternative names. Emotional intelligence is described as an awareness of emotions in self and others and the ability to regulate them (Goleman, 2001; Koman & Wolff, 2008). According to Mayer and Salovey (1997), emotional intelligence is “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others” (p. 5). An emotionally intelligent person understands, acknowledges and manages emotions. This is the ability or competency that lies between mind and heart or in other words between cognition and emotion (Goleman, 2001). Salovey, Mayer and Caruso (2004) developed a four-factor model of emotional intelligence. The first factor is ‘perceive emotions’ that is the ability to identify emotions in others through their facial and body expressions, language, sounds and behaviours. The second factor is to ‘use emotions to facilitate thoughts’. It is the capacity to direct thinking to important information and approach one problem differently. The third factor ‘understand and analyse emotions’ is the capacity to analyse and appreciate emotions as well as understand their outcomes. The last factor

is to 'manage emotions' which involves the capacity to manage emotions in terms of individual's self-knowledge, goals and social-awareness.

Goleman (2001) comprehensively presents the same factors with alternative terms or themes. The themes used were self-awareness, social awareness, self-management and relationship management. Self-awareness deals with intrapersonal intelligence i.e. attempt to know internal state of a person, intuitions and resources. It establishes the connection between emotions, thoughts and actions (Gendron, 2005; Goleman, 2001). Similarly, self-management involves intrapersonal intelligence where one manages and regulates one's emotions. For example, "to control emotions or to shift undesirable emotional states to more adequate ones" (Gendron, 2005, p. 8).

Relation-management and social-awareness are related to interpersonal intelligence. The former involves the conflict management, leadership, change and teamwork, within organisations. The latter is concerned with feelings of others, organisational awareness and service orientation (Gendron, 2005; Goleman, 2001). These capacities play an essential part in the day-to-day life of every person (Gendron 2005). Since these are the set of resources, therefore they are considered as "emotional capital"(Gendron, 2005). The characteristics of emotional capital are as follows:

- Works as a catalyst for other capitals such as social, cultural and human capitals,
- It is limited to its application and scope and is not completely fungible,
- It can be learned (Gendron, 2005; Reid, 2009).

Organisations with strong emotional capital consist of committed and effective members. Emotionally intelligent leaders help in developing emotionally strong teams which can uplift team effectiveness (Koman & Wolff, 2008). The most important emotional capital for any organisation is its capable members that are able

to control and manage their emotions in order to maintain healthy organisational climate. One of the processes of managing emotions is called emotional regulation. Cognitive re-appraisal and expressive suppression are the strategies that are used to manage a person's own emotions (Gross & John, 2003). In cognitive reappraisal strategy, the person gives a new personal meaning to emotion-eliciting situation that alters its emotional impacts. On the other hand, expressive suppression is a strategy which controls the ongoing emotion-expression behaviours. Emotional regulation strategies are deemed important because these elucidate the reasons behind the depression of the students and teachers. In a recent study, it was found that among upper secondary school students in China emotion regulation (re-appraisal and suppression) was significantly related to school connectedness (feelings of being accepted, respected and supported by others in school) and depression symptoms (Zhao & Zhao, 2015). The authors suggest that in order to reduce depression among students it is required to use adaptive re-appraisal strategies and less maladaptive strategies like suppression. In another study, it is argued that school principals and teachers ideology can contribute towards students emotional capital (Reid, 2009). Moreover, teachers and principal invest in the dimensions of hope, safety, engagement and justice and fairness. Emotional capital works as an analytical tool for understanding the emotional investment of the teachers as moral, ethical and political identity in school (Reid, 2009).

Above all, emotional capital is essential in today's complex and challenging work places (Gendron, 2005). Because, "Transformation includes endings; there is a sense of loss and dying, denial, fear, anger and resistance" (Levy & Merry, 1986, p.172). As emotional capital along with intellectual and spiritual capital are

interconnected and more prominent at the time of reform and transformation (Kelchtermans, 2005).

### **Leadership Behaviour Categorisations**

The attempts to categorise leadership behaviour was started in the 1940s in Ohio State University after the development of Leader Behaviour Description Questionnaire (LBDQ). The main objective of the studies in Ohio State University were to determine the behaviours of effective leaders (Lussier & Achua, 2010). Initiating structure and consideration were two leadership behaviour categories found in these studies. Initiating structure behaviour is concerned with the procedure to smoothen the ways to get the task completed, whereas a leader with consideration behaviour is concerned with good interpersonal relationships with followers. These two behaviours are mutually exclusive and are two dimensional with their interaction resulting in four styles (Lussier & Achua, 2010). The four styles are low structure and high consideration, low structure and low consideration, high structure and high consideration and high structure and low consideration.

Yukl (2010) reported that the second attempt to categorise leadership behaviour was resulted in the 1950s in studies conducted at the University of Michigan. The categories identified as results of these studies were task-oriented behaviour, relation-oriented behaviour and participative behaviour (Yukl, 2010). the task-oriented and relation-oriented behaviours were considered opposite to each other (Lussier & Achua, 2010). Task-oriented behaviour is primarily concerned with the goals by defining roles, establishing goals and methods of evaluations, giving directions, setting time and monitoring (Holloway, 2012). The practices involved in this are assigning tasks, explaining job responsibilities, setting performance

expectations, inspecting the progress and determining staffing requirements and using them fittingly to reach the goals and objectives of the organisation (Holloway, 2012).

On the other hand, the relation-oriented behaviour is primarily concerned with developing close interpersonal relationships, giving social and emotional support and helping employees feel comfortable (Holloway, 2012; Yukl et al., 2002; Yukl, 2010). Participative leadership involves group supervision, meetings and decision-making. The manager's primary task is to create a conducive, constructive, supportive and problem-solving environment (Yukl, 2010). However, the main objective of participative leadership and relation-oriented behaviour are the same, to support, develop and facilitate positive relationships.

Another attempt to categorise effective leadership behaviours was reported in 1964, where Robert Blake and Jane Mouton developed the 'Managerial Grid' by categorising leadership behaviours as production-oriented and employee-oriented behaviours (Lussier & Achua, 2010). Their 'Managerial Grid' is more or less like Ohio State University studies, except they added one additional style. The five leadership styles are: 1) impoverished (low structure and low consideration), 2) authority compliance (high structure and low consideration), 3) country club (low structure and high consideration), and 4) team leader (high structure and high consideration). While, the fifth one is middle of the road where leaders try to balance both production and employee-oriented behaviours (Lussier & Achua, 2010).

Apart from this, Ekvall and Arvonen (1991) incorporated a new dimension 'change-oriented leadership behaviour' in earlier two dimensions production-oriented and employee-oriented behaviours and gave a three-factor model of leadership. According to them, due to uncertainty and rapid changes in organisational structures, leadership behaviour also demands to be change-oriented. Visionary (e.g. sharing

plans), creativity (e.g. discussing new ideas), actions for implementation of new programs (e.g. initiating new project) and risk taking (making quick decisions) are the behaviours and practices associated with change-oriented leadership. They argued that leaders, in order to avoid unsuccessfulness and failure, should engage in change-oriented leadership when it is needed.

Ekvall and Arvonen's change-oriented leadership behaviour was further extended and broadened by Yukl and associates (Yukl, 1999, 2004; Yukl et al., 2002) in the tridimensional theory of leadership behaviours. Tridimensional leadership theory argues that leadership theories that recommend same patterns of leadership behaviour to all situations cannot help leaders in times of transformation and change. Therefore, leaders need to be flexible and adaptive in their leadership behaviours (Yukl, 2004). They have to use three proposed behaviours according to the demands of the situation. The leadership behaviours proposed were change-oriented, relation-oriented and task-oriented leadership behaviours. These behaviours have been discussed in detail on page 14 under tridimensional leadership theory.

Besides, researchers have recommended adding ethical-oriented leadership behaviour with the task, relation and change-oriented leadership behaviours to get it as a full-range model for leadership behaviours (Michel et al., 2010; Yukl, 2012). Although Michel et al. (2010) and Yukl (2012) did not investigate this fourth dimension of leadership behaviour in their study, current literature embraces strong evidence for this dimension of leadership behaviour. Notably, this dimension has gained much attention in recent leadership studies (Kalshoven, Den Hartog, & De Hoogh, 2011). Burnes and By (2012) argue that change and leaders' ethical behaviour are intimately knotted together. Recently, it was claimed that due to the ethical-

oriented behaviour of leaders, employees become more inclined towards change (Babalola, Stouten, & Euwema, 2014).

Ethical leadership has been defined as “demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision making ” (M. E. Brown, Treviño, & Harrison, 2005, p. 120). This definition clearly indicates that ethical leadership deals with ethical-oriented behaviour because leadership behaviour has been explained in terms of ‘conducts’ and ‘actions’ of leaders by researchers ( Leithwood & Sun, 2012; Lussier & Achua, 2010). Not only this, but M.E. Brown et al. (2005) also claimed that ethical leadership is the outcome of characteristics and behaviours of leaders.

Ethical-oriented leadership behaviour is composed of multiple distinct but interrelated component behaviours (Kalshoven et al., 2011). This leadership is demonstrated through integrity, treating employees fairly, maintaining high ethical standards and holding employees accountable for ethical conduct in an organisation (M. E. Brown et al., 2005). While, ethical leaders incorporate fairness and objectivity into their decision- making, take consideration of all community and establish a trusting relationship (Yates, 2014). A leader with ethical-oriented behaviour creates a strong ethical message to establish and maintain the values of an organisation and influence the thoughts and behaviours of workers (Trevino, Hartman, & Brown, 2000). They establish and maintain the norms of the organisation and serve as a role model for subordinates. Moreover, it is an influential process to achieve a shared purpose by ethical means (Prince II, Tumlin, & Connaughton, 2009). Ethical leaders possess integrity, honesty and trustworthiness. They do the things in the right way by showing concern for their subordinates and society. They follow ethical rules and take objective

and fair decisions (Trevino et al., 2000). According to M. E. Brown et al. (2005), the routine behaviours of leaders are evaluated by the followers, so leaders need to demonstrate normatively appropriate behaviours in order to serve as credible, attractive role models. For M. E. Brown et al. (2005) the normatively appropriate behaviours include treating followers fairly through respect and being honest.

Ethical-oriented leadership behaviour has been found to be positively related to a helping attitude and initiative to support (Kalshoven, Den Hartog, & de Hoogh, 2013), social exchange (Hansen, Alge, Brown, Jackson, & Dunford, 2013), innovative work behaviour (Yidong & Xinxin, 2013), job satisfaction and organisational commitment (Sabir, Iqbal, Kasif Ur Rehman, Shah, 2012; Yates, 2014) and organisational citizenship behaviour (Kalshoven et al. 2011). Hence, ethical-oriented leaders lead on ethics and serve as ethical role models (Zhu, He, Treviño, Chao, & Wang, 2015). They create a peaceful working environment in their organisations (Yılmaz, 2010). They avoid favouritism by treating all followers equally, listening to the ideas and concerns of the followers, clarify expectations, roles and responsibilities (Kalshoven et al., 2013, 2011). They ensure justice, respect, trustworthiness and sincerity in their organisations (Yılmaz, 2010). Ethical-oriented leaders not only develop and communicate ethical standards but also ensure the implementation of these standards through rewards and sanctions (Zhu et al., 2015).

Consequently, the ethical-oriented leadership behaviour is one of the most important categories of leadership behaviour. Therefore, along with task-oriented, relations-oriented and change-oriented behaviours, ethical-oriented behaviour needs to be considered as an important dimension of leadership behaviour. Therefore, along with task-oriented, relations-oriented and change-oriented behaviours ethical-oriented behaviour is worth exploring.



**Evidence for the Leadership Behaviour Meta-Categories in Previous Literature.** The previous section shows that task-oriented, relations-oriented, change-oriented and ethical-oriented behaviour are the valuable dimension of leadership behaviour. This section reviews the current literature on the four meta-categories and their role in the success of organisations.

The above-mentioned leadership behavioural categorisation is evident in previous literature. For example, Holloway (2012) examined the task-oriented and relation-oriented behaviours and their relation to the perception of employees about organisational climate in a non-profit organisation. The task-oriented and relations-oriented leadership behaviours were measured through the LBDQ. Structure, responsibility, identity, reward, warmth, conflict were the dimensions of organisational climate studied. The researchers found that there is no significant relationship between task-oriented leadership behaviour and structure, responsibility, and identity while a positive and significant relationship was found between task-oriented leadership behaviour, warmth and reward. The warmth and reward were also found to be significantly related to relation-oriented behaviour while the conflict was positively but insignificantly related to relation-oriented. Moreover, the relationship between gender and relation-oriented behaviour was found to be negative and significant.

C. S. Burke et al. (2006) investigated the effect of leadership behaviour on team's effectiveness, productivity and learning at different levels of task interdependence through quantitative meta-analysis approach. The researchers grouped transactional, initiating structure and boundary-spanning behaviours as task-focused behaviour whereas transformational, consideration, empowerment and motivation as person-focused leadership behaviour. They found that there is a positive

relationship between task-related leadership behaviour and perceptions of team effectiveness, and team productivity. However, the variance was higher between person-oriented leadership behaviour and team outcomes and almost double for team productivity. Furthermore, they argued that the different subgroups of leadership behaviours might have a different relationship with performance outcomes; such as the use of transactional leadership behaviours and perceptions of team, effectiveness was not significantly related while the initiating structure was found to be positively related to productivity. Moreover, Gil et al. (2005) argue that transformational leadership behaviour refers to change-oriented behaviour and there is a strong relationship between change-oriented leadership behaviour and team performance and satisfaction.

Additionally, Barrasa (2003) used tridimensional theory in order to analyse the antecedents of leadership behaviours and its effect on team effectiveness. The data was obtained from 328 respondents from different hospitals in Spain. By factorial analysis, it was found that the specific behaviours measured by, could be grouped into three proposed dimensions (change-oriented, relation-oriented and change-oriented) and the hierarchical regression analysis showed that all three behaviours reinforced team effectiveness. Similarly, De Hoogh and Den Hartog (2008) found that ethical-oriented leadership behaviour (making fair and principled choices, engaging in open communication, justly structuring the work environment, promoting and rewarding ethical conduct, clarifying expectations and responsibilities and power sharing) is significantly related to achieving management team effectiveness ( $\beta = .41$ ,  $p < .01$ ).

Yukl, O'Donnell and Taber (2009) conducted a study to examine the relation between Leader-Member Exchange (LMX) in which leader offers outcomes desired by followers and in return expects their commitment, devotion and determination and

leadership behaviour. Respondents from different business organisations (N=248) rated the behaviours of their manager with the help of Managerial Practices Survey (MPS) (Yukl, 2006; Yukl et al., 2002), as well as the quality of the exchange relationship by LMX-7 (Graen & Uhl-Bien, 1995). The results indicated that all five types of relation-oriented behaviours were the predictors of LMX. Task-oriented behaviours did not significantly predict LMX while one of the change-oriented leadership behaviour “leading by example” was a significant predictor. Therefore, the study concluded that the main leadership behaviour affecting LMX is relation-oriented. Nonetheless, the relation-oriented leadership behaviour has been found to partially mediating the relationship between ethical values and LMX (Mahsud, Yukl, & Prussia, 2010). Additionally, the mediating role of LMX, ethical leadership and employee performance has also been examined by previous researchers (Walumbwa et al., 2011). The results of this study revealed a positive relationship between ethical leadership and LMX as well as LMX was found to be partially mediating the relation between ethical leadership and employees’ performance.

Interestingly, Michel et al. (2010) compared Bass and Riggio’s (2006) full-range leadership behaviour theory with Yukl’s tridimensional leadership behaviours theory in order to measure their effectiveness as comprehensive and full-range theory of leadership behaviour. The data were collected from 190 bosses of the managers, 80 managers and 473 subordinates. They found that MPS components predict additional variance in subordinate’s job satisfaction and organisational commitment and Boss’ measures of the task and contextual performance when the effects of MLQ were controlled. Moreover, they found that MPS is better than MLQ in predicting effectiveness outcomes of organisational members.

Hence, leaders mainly possess four types of leadership behaviours as a task, relation, change and ethical-oriented behaviours. These four behavioural categories influence the process of transformation. Leaders due to task-oriented behaviour focus and give importance to planning to get tasks done, clarify task objectives and role expectations and monitor operations and performance of individuals. Leaders with relation-oriented behaviour give importance to rapport development, collaboration, participation and shared decision-making. Because of their change-oriented behaviour, leader's emphasis on innovation and creativity as well as take risks for the betterment of their organisations. Leaders with ethical-oriented leadership behaviour create an ethically high working environment where all the employees are treated equally and fairly without favouritism; serve as ethical role models; and ensure justice, respect, integrity, loyalty and sincerity in their organisation. An effective leader in order to be successful should consider all four behaviours in his/her practices and these all behaviours are strongly required for organisational transformation (Burnes & By, 2012; Ekvall & Arvonen, 1991; Yukl, 2004).

**Theories on Leadership Behaviours.** This section discusses the ruling theories or models on leadership behaviours and styles in the school context. The main purpose of this section is to introduce the theories or models and illuminate the importance of multiple leadership behaviours in school transformation and support the conceptual framework of the study.

***Managerial Leadership.*** Managerial leadership is a type of formal management model. It is essential for school improvement and success. It focuses on managing existing activities of teaching and learning rather than visioning for future (Bush, 2011). In managerial leadership, the leader is deemed accountable for the achievement of the results (Hughes, 2007).

Myers and Murphy (1995) identified four managerial functions (hierarchical) of school leaders as supervision (e.g., supervisory visits, expectations of central office), input control (e.g., personnel controls, budgeting process and transfer), behaviour control (e.g. administrative tasks, instructional tasks, generalized behaviour controls) and output control (e.g., student testing, perceived degree of output usage ). This shows that managerial leadership involves complex activities and practices and is task-focused. According to Denison, Hooijberg and Quinn (1995), effective managerial leadership involves more complex, contradictory and paradoxical behaviours than ineffective leaders. Additionally, paradoxical and behavioural complexity can be used as an instrument to understand managerial leadership elaborately. This is a suitable approach for a centralised school system because it gives importance to the efficient implementation of rules and regulation prescribed by higher levels (Bush, 2007). Nevertheless, Bush (2011) warns that the value-free managerial leadership can be damaging so it should complement value-based approaches. Thus, managerial leadership involves task-oriented leadership behaviour that is essential for school success and improvement.

***Path-Goal Theory of Leadership (reformulated).*** Bush (2007, 2011) argues that all leadership styles can be effective in one school in a particular situation but cannot be effective in all situations and contexts. Moreover, due to uncertainty and rapid changes in schools and outside, leadership approaches should be adaptable and situational (Bush, 2011; Yukl, 2004). According to contingent leadership model, school due to its diverse nature of context need to adapt leadership styles to the particular situation, rather than adopting one type of rigid style.

House (1996) developed a contingency theory of leadership known as “path-goal theory”. The main notion of this theory is, leaders engage in behaviours that complement their subordinate’s abilities in order to be effective. This act of leader compensate deficiencies and enhances unit effectiveness (Hoy & Miskel, 2001)

House (1996) gave five leadership behaviours and then related them to the situation and effectiveness by the following ways:

1. *Path-goal clarifying behaviour* is leader’s behaviour to clarify goals, expectations, standards of performance, means of caring out tasks and rewards and punishment for employees. Path-goal behaviour by the leader will help in motivating employees when task demands of employees are satisfied but still ambiguous.
2. A leader with *achievement-oriented behaviour* encourages employees for best outputs by expecting them to set challenging goals, show confidence and improve incessantly. This behaviour is used to improve effectiveness when such behaviour is contingent on goal-directed efforts.
3. The best situation for *supportive leader behaviour* is when there is uncertainty, crises and frustration. This behaviour demonstrates concern of leader for his employees in order to welfare their needs by creating a psychologically sound environment for them.
4. A leader with the help of *value-based leadership behaviour* articulates a vision for the better future enhances employee’s self-efficacy and sense of consistency and makes them able through his behaviour to achieve his mission and vision. This behaviour is used

when values in vision are conflicting with the prevailing culture of the organisation.

5. The last behaviour is *shared leadership behaviour* in which leader shares his responsibilities with workers and it is used in situations where work is interdependent.

The leaders select one or more leadership behaviours according to their compatibility and need of the situation but cannot have all abilities together (Hoy & Miskel , 2001). This theory clarifies that leadership behaviour depends on situations. It clarifies that the effective leaders adapt different leadership behaviours at different situations and context. Most importantly, the critical analysis of this theory shows that the behaviours, according to different situations, can be more task-oriented, relation-oriented, change-oriented or ethical-oriented. For example, path-goal clarifying behaviour has almost same focus as task-oriented while value-based leadership and supportive leadership behaviours show leaders' ethical concerns. Similarly, shared leadership behaviour and achievement-oriented behaviour includes behaviours that focus more or less on relation building and change respectively. In conclusion, the discussion above confirms that this theory supports the current study. However, it fails to include change-oriented leadership behaviours that are an important leadership behaviour for fostering change in schools and other organisations.

***Transactional, Transformational and Laissez-fair Leadership.*** James MacGregor Burns (1978) was the first who introduced transactional and transformational leadership while Bernard Bass (1985) constructed a model of leadership known as a full range leadership model. Full range leadership model is based on three types of leadership behaviours or styles: laissez-fair, transformational and transactional leadership.

Laissez-fair leadership is the least effective type of leadership where the leader is not concerned with school improvement and betterment rather wants to continue the things as they were before. By doing so, leader fails to make decisions, give feedback and take actions (Hoy & Miskel, 2008). Transactional leadership, on the other hand, is an effective type of leadership where leader motivates the followers, exchanges reward and promises for the efforts of followers, pursue a cost-benefit, economic exchange to meet followers basic needs (Hoy & Miskel, 2008). According to Antonakis, Avolio and Sivasubramaniam (2003), transactional leadership is based upon three components as:

1. In contingent leadership, the followers get a reward, if they complete the task given by leader.
2. In active management –by-expectations, the leader’s focus is to meet the standards and for this purpose, he takes measures to minimise problems.
3. In passive management –by-expectations, the leader takes steps after problem or mistakes and sometime problems get worse.

The transactional leadership is more focused on task and management of day-to-day activities inside. It is most preferable in the organisations that are highly structured and top-down. This theory is closely related to micro-politics (Bush, 2011). Sergiovanni (2007) argues that school leaders who heavily depend on upon transactional leadership consider schools as machines where leader manages school activities through power and control. The major limitation of transactional leadership is that it does not involve staff without gains (Bush, 2011). Transformational leadership, in contrast, is visionary and focuses on change and improvement. It has great influence on the modern understanding of leadership for organisational



transformation. It assumes that the central focus of leadership is on the commitments and capacities of organisational members (Bush, 2007).

Transformational leadership — occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group (Bass, 1990, p. 21).

Transformational leadership consists of four dimensions that are also known as 4I's. These 4I's are: a) individual consideration, b) idealised influence, c) intellectual stimulation and d) inspirational motivation. Table 2.1 depicts the leadership behaviours under each dimension of transformational leadership.

Table 2.1

*4I's of Transformational Leadership*

<b>Idealised Influence</b>	<b>Intellectual Stimulation</b>	<b>Inspirational Motivation</b>	<b>Individual Consideration</b>
1. Building trust and respect	1. Stimulating followers to be innovative	1. Changing vision and beliefs for change	1. Determining needs and strengths of others
2. Sharing risks	2. Reframing problems	2. Energising followers and provides challenges.	2. Acting as mentor
3. Considering needs of follower	3. Questioning old assumptions and approaches to it in a new way	3. Making vision attainable	3. Paying attention to each individual needs
4. Providing basis for acceptance			
5. Displaying conviction about important issues			
6. Following high standards of ethics and moral conduct			

(Source: Hoy and Miskel (2008))

The dimensions of transformational leadership mentioned above are insufficient and involve transactional leadership behaviours too (Leithwood & Jantzi, 2005). For that reason, Leithwood (1994) examined transformational leadership practices of the schools in a restructuring context. He synthesised transformational leadership practices into eight dimensions. These dimensions are:

1. building a shared school vision;
2. establishing school goals through consensus;
3. providing intellectual stimulation;
4. offering individualised support;
5. model best professional practices and important organisational values;
6. demonstrating high-performance expectations;
7. creating a productive school culture; and
8. Developing structures to foster participation in school decisions and enhancing group problem solving.

These dimensions were further synthesised into four dimensions as: a) Setting directions; b) developing people; c) redesigning the organisation; d) managing teaching and learning programs (Leithwood et al., 2006). They regard these dimensions as core leadership practices. The main objective of the practices involve setting direction are to bring a focus to the work of staff in order to motivate and inspire their work. Building a shared vision, fostering the acceptance of group goals and high-performance expectations are the subset practices in this core practice (Leithwood et al., 2006). Developing people is based on three sets of practices: Providing individualised consideration and support, intellectual stimulation, providing an appropriate model for example. The main objective behind these practices is to

develop, support, guide and encourage individuals to take risks (Leithwood et al., 2006).

Building a collaborative culture in school, establishing positive relationships with families and communities, involving stakeholders in decision-making and connecting the school to its external world in order to be updated and get support are the sets of practices in the redesigning organisation. The primary aim of this is to establish the conditions of work (Leithwood et al., 2006) .

The last core practice is “managing the Instructional Programme”. the purpose behind these practices is to facilitate the smooth instructional process in school and maximise students learning (Leithwood et al., 2006). Moreover, this core practice involves:

- ‘Staffing the program’ where competent and intrinsically motivated staff and teachers are recruited and retained;
- ‘Providing instructional support’ involves supervision and evaluation and providing essential support to teachers, staff and students for curriculum and smooth instruction;
- ‘Monitoring school activities’ is based on monitoring of students’ progress with the help of data.
- In ‘buffering staff from their work’, leaders prevent staff from distractions to their work.

These core practices show that leadership aids school transformation. Leadership influences almost every component of the school including, the performance of teachers, learning and success of students, community involvement and support, instructional process and school climate. The last core practice “managing the instructional programme” is related to transactional leadership because these

practices involve managerial practices (Oterkiil & Ertesvag, 2014). Transactional leadership and transformational leadership together are required for school transformation (W. W. Burke & Litwin, 1992; Oterkiil & Ertesvag, 2014). Additionally, transactional leadership is more task-oriented while transformational leadership is more relation-oriented, change-oriented and ethical-oriented. However, it considers principal as 'hero'.

***Instructional Leadership.*** Instructional leadership guides curriculum and instruction in schools. It emphasises on the improvement of teaching and learning in the school. The main focus of instructional leadership is on students' learning, teachers' professional development, use of data for decision-making and activating the community support (Soni, 2007).

Hallinger and Murphy (1987) proposed a three-dimensional model of instructional leadership. The first dimension is 'defining school mission' that focuses on the role of leader in framing and communicating school goals. The second dimension involves 'managing instructional program' where leaders monitor the progress of students, supervise and evaluate instructions and coordinate curriculum. The third dimension is related to 'promoting positive school climate' leaders minimise wastage of instructional time, provide incentives to the students and teachers, enforce academic standards, provide professional development and are highly visible around. The study by Hallinger and Murphy (1987) symbolises leader as a 'hero' who is the only source of expertise and transforms failing schools into high-performing schools (Marks & Printy, 2003; Urick & Bowers, 2013). This leadership behaviour is most appropriate for highly centralised schools.

Hallinger (2005) reconceptualised the model of instructional leadership through extensive literature review. He claimed that along with dimensions and functions discussed in Hallinger and Murphy (1987), instructional leaders need to focus on creating a shared sense of purpose in schools; involving all stakeholders in school development and planning; creating a school culture that facilitates innovation and improvement in teaching and learning; modelling the desired values of the school culture, creating a climate of high expectation. These features presented a more shared view of instructional leadership. Not only this, modern researchers integrate instructional leadership with transformational leadership and name it as a shared instructional leadership (Hallinger, 2003; Marks & Printy, 2003; Urick & Bowers, 2013). Marks and Printy (2003) explained the advantages of shared instructional leadership as:

Principals who share leadership responsibilities with others would be less subject to burnout than principal “heroes” who attempt the challenges and complexities of leadership alone. When the principal elicits high levels of commitment and professionalism from teachers and works interactively with teachers in a shared instructional leadership capacity, schools have the benefit of integrated leadership; they are organisations that learn and perform at high levels (p. 393).

In a shared instructional leadership, the leaders collaborate and involve teachers in the curriculum, , assessment, staff development, supervision and other school improving activities (Marks & Printy, 2003). It affects school transformation process. Instructional leaders attempt to change school factors such as curricular content, teaching methods, assessment strategies and cultural norms for school transformation (Hoy & Miskel, 2008). They facilitate school transformation through changing the school work activities and developing the capabilities of the teachers (Hoy & Miskel, 2008). They “typically set clear, time- based, academically focused goals in order to get the organisation moving in the desired direction” (Hallinger, 2005,

p.15). Thus, instructional leadership without transformational leadership cannot help to achieve transformation (Urlick & Bowers, 2013). Furthermore, instructional leadership also involves task-oriented behaviours and if 'shared', then relation-oriented and change-oriented leadership behaviours too. Urlick (2016) pointing out transformational, instructional and shared instructional claimed, "the inconsistency in how these styles are defined and relate make it unclear how principals systematically improve schools" (p.152).

**Leadership Behaviour in School Context.** This section gives a glimpse on the most researched leadership behaviour categories in school literature. The focus is on the studies that have used integrated leadership behaviours. The main purpose of this section is to shore up the importance and need of multiple-oriented behaviours in the school context.

Leadership behaviours play an important role in the process of transformation (Ewington et al., 2008; Murdoch, 2016). Seeing that, the influences of the leadership behaviour on different aspects of school has remained a top priority by many researchers in the field (Boonla & Treputtharat, 2014; Butcher, Bezzina, & Moran, 2011; Inandi et al., 2013; Karuna et al., 2014; Urlick & Bowers, 2013). Research has shown that leadership behaviour is the most important factor affecting school performance (Caldwell, 2007; Fullan, 2001; J. Harris et al., 2009) and the second most influencing factor on students' performance (Leithwood, Harris, & Hopkins, 2008; Leithwood & Riehl, 2003; Mulford & Silins, 2011). It influences teacher's performance, commitment, citizenship behaviour, creativity in classroom practices, and resistance to change (Huang & Liao, 2011; Inandi et al., 2013). It influences almost every school factor directly or indirectly that affects students' learning (Mulford & Silins, 2011). Thus, leadership is multidimensional. School principals need to perform

multiple jobs and activities at a time in order to transform their schools. Therefore, one style or behaviour will not be enough to explain school leadership (Urlick, 2016; Urlick & Bowers, 2013).

A group of researchers have compared and integrated instructional leadership and transformational leadership styles (Hallinger, 2003; Marks & Printy, 2003). In Hallinger's (2003) point of view, transformational and instructional leadership have their own strengths and weaknesses. However, the effectiveness and suitability of these two models depend on other contextual factors of school (students' background, community type, organisational structure, school culture, etc.). In addition, an integrative model of transformational leadership and instructional leadership would link leadership to the needs of the school context. While for Marks and Printy (2003) transformational leadership is necessary for schools to articulate an intellectual vision and collaborate with a team, but insufficient without instructional leadership. School performance depends on upon the integration of both. The students achieved more from the school that has integrated transformational and instructional leadership.

In extension to Hallinger, Marks and Printy's work, Valentine and Prater (2011) conceptualised a comprehensive leadership behaviour model based upon instructional, transformational and managerial leadership. All leadership styles were found to affect significantly to students' achievement and all were inter-related to each other, too. Furthermore, Urlick and Bowers (2013) conceptualised an integrated model for leadership behaviour from transformational, instructional and shared instructional leadership styles. They synergised leadership practices into five core leadership behaviours namely: communicate mission, promote professional growth, build a sense of community, coordinate the instructional program and share instructional leadership with teachers. According to them, through these behaviours school principals promote

innovation and change in their schools. They found three types of principals in the United States with different behaviours includes integrating which is described as “principals who utilise multiple styles to build a synergy between themselves and teachers” balkanising which means “exhibiting less frequent principal leadership and more frequent leadership shared with teachers” and controlling which is described as “demonstrating more frequent principal leadership”.

They found that integrating principals are involved in more managerial tasks and less transformational and instructional leadership. Similarly, controlling principals are more inclined towards transformational leadership but rarely share managerial and instructional leadership tasks with teachers. This shows that leaders with a different type of behaviours may have different types of practices. Additionally, it confirms that contextual factors affect leadership practices.

Recently, Leithwood and Sun (2012) synthesised 79 unpublished quantitative studies on transformational leadership behaviour and its impact on teachers, students and school conditions. They found that each leadership practice (Leithwood et al., 2006) moderately affected the behaviour of the teachers and internal state (perception of teachers on leaders’ effectiveness, job satisfaction and teacher commitment) while the effect of transformational leadership practices on school conditions ( e.g., school coherence and coordination, working environment, shared goal/mission, aggregate results, organisational effectiveness) were found to be moderated. Furthermore, a smaller but significant effect of transformational leadership on students’ achievement was found. Alike, Dumay and Galand (2012), while investigating the impact of transformational leadership behaviour on teachers’ commitment, argued that transformational leadership behaviour affects teachers’ commitment to the school. Sadeghi and ZaidatolAkmaliah (2013), found that the transformational leadership



among transactional and laissez-faire is the most positively related to teachers' job satisfaction. Moreover, teachers' work innovation has been found to be strongly related to transformational leadership style (Ghulam, Javed, Ajmal, & Naveed, 2012).

Analysis of the studies on transformational, transactional and instructional leadership behaviours by previous researchers clearly indicate that irrespective of the title given to leadership behaviours, the main focus has been to explain leaders' task, relation, change, ethical-oriented leadership behaviours (Hallinger, 2005; Leithwood & Jantzi, 2000; Michel et al., 2010; Urick & Bowers, 2013; Yukl, 2004; Yukl et al., 2002). For example, high-performance expectations, staffing, instructional support, monitoring school activities are the transformational and transactional activities (Leithwood & Jantzi, 2000; Urick & Bowers, 2013) as well as these are task-focused behaviours (Yukl et al., 2002; Yukl, 2004). Likewise, communicating school goals clearly, high expectations, managing the instructional program, monitoring teachers' classroom practices, monitoring student progress and protecting instructional time are instructional focused behaviours (Hallinger, 2005; Urick & Bowers, 2013) are actually task-oriented behaviours.

Similarly, offering individualised support, fostering capacity development, collaboration, shared decision-making, community involvement and providing rewards to teachers and students are transformational, transactional and instructional-oriented leadership behaviours (Hallinger, 2005; Leithwood & Jantzi, 2000; Urick & Bowers, 2013) as well as are relation-oriented leadership behaviours (Michel et al., 2010; Yukl, 2004; Yukl et al., 2002). Same is the case with change-oriented leadership behaviour where innovation in leadership inspirational motivation, idealised influence and intellectual stimulation, as agents of change, are transformational and instructional practices too (Hallinger, 2005; Leithwood & Jantzi, 2000; Urick & Bowers, 2013).

Therefore, instead of using instructional, transactional and transformational leadership, it would be worth using task-oriented leadership, change-oriented leadership and relation-oriented leadership behaviours. As Yukl (1999) analysed the transformational leadership and charismatic leadership and found that although charismatic and transformational leadership theories provide important insights, they are more heroic in nature since they are based on ambiguous constructs and lack few important behaviours. Moreover, they do not describe properly influence processes, dyadic processes and the role of situational factors. Accordingly, studies on instructional, transactional and transformational leadership fail to establish benchmarks to the key leadership behaviours (Vilkinas & West, 2011).

Hence, looking at the task, relation and change-oriented behaviours are not only distinct to each other but they can give a better platform to compare and contrast studies by different researchers (Yukl, 2004; Yukl et al., 2002), especially in the school context.

***Ethical-Oriented Leadership Behaviour in School Context.*** The process of transformation has burdened the shoulders of school principals. Long working hours, countless expectations from the state, district departments, parents and teachers, political pressure, conflicts, competition and accountability sometimes makes principals exhausted. As a result, they may be involved in unethical behaviours and practices. For example, from the data of Florida Department of Education (2015), Castro and Moore (2015) found that from high-performing school district in Florida, 29% of the school principals had allegations made against them. They found that few principals were being investigated for more than once. One of the reason can be highly relying upon external tests to rank schools and principals due to which few principals

involve in unethical practices as attempts to meet the expectations (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015).

Therefore, considering principals ethical-leadership behaviour is an important factor to be considered at the time of school transformation. “As the current climate places so much attention on external testing, it is understandable that some principals might choose to pursue practices that could be considered “unethical” in an attempt to meet these high expectations for performance” (Ehrich et al., 2015, p. 204).

According to Gill (2002), the leaders need to demonstrate ethical behaviours such as honesty, trustworthiness in order to influence other for change. In harmony with Gill, Kanokorn, Wallapha and Keow (2013) argued that due to rapid changes around the world, it is essential to give importance to ethical leadership behaviour in schools. They attempted to find out the indicators of ethical leadership in order to measure the ethical leadership behaviour of Thai school principals. The researcher found the following five primary factors with their secondary factors:

- Responsibility: accountability, pursuit of excellence, self- control
- Fairness: distributed fairness, procedural fairness, courage and liberty
- Trust: honesty, loyalty, integrity and reliability
- Disposition: decision-making, consistent conducts with societal values, using ethical reasoning, good citizenship, caring and quality management.
- Empowerment: support and encouragement, knowledge management and adequate information.

Ethical leadership has been found to facilitate organisational creativity in schools (Yılmaz, 2010). It was found that the dimensions of ethical leadership behaviour (ethical decision-making, environmental ethic, communicational ethics and behavioural ethic) are significantly related to organisational creativity. According to

Yılmaz (2010), ethical leadership supports total involvement practices in schools, appreciates teachers, facilitates school improvement, support teamwork, clarifies criteria, roles and creates an atmosphere of respect and freedom.

Ethical leadership has been regarded as essential in the context of increasing accountability. Recently, a group of researchers examined the perception of school principals about their understanding of ethical leadership and use of data ethically (Ehrich et al., 2015). Through Semi-structured interviews, researchers found that although the principals use data in their schools widely, they did not use data keeping in mind ethics. However, they were familiar with the central role of ethics in decision-making. The principals demonstrated the following ethics in their schools as leaders:

- Ethic of care: considering well-being of students
- The ethic of justice: ensuring equality, respecting diversity, providing a favourable environment to all students in order to develop into good and just human beings.
- Ethic of critique: questioning the system and teachers practices.

Ethical leadership is very important therefore researchers recommend to provide ethical leadership training to existing and prospective school principals. For instance, Castro and Moore (2015) argue that the continuous training of ethical leadership is critically essential. From the interviews of the principals, they found out that their pre-service training helped them to be ethical in different situations. In consequence, ethical-oriented leadership behaviour is as important in schools as in other organisations. Therefore, along with other leadership behaviours, ethical-oriented leadership behaviour should be given ample considerations while examining leadership behaviour in schools.

The review above on theories/models of leadership shows that all leadership styles are required for school transformation. Additionally, the literature on leadership behaviours in the school context is quite puzzling. Few researchers have studied one particular type of style or behaviour while others have used multiple styles and behaviours in order to compare and contrast their effectiveness. The focus of all leadership theories is on task-oriented, relation-oriented, change-oriented or ethical-oriented leadership behaviours. Nevertheless, none of the above contains all essential behaviours together.

*School Leadership in Malaysia.* The field of educational leadership in Malaysia is 60 years old. From its origin, it has received considerable attention from MoE, policymakers, practitioners and academicians (Bajunid, 2004). However, due to recent reform movements in the education sector, consideration on educational leadership has significantly increased (Aminah, 2012). A careful examination of current literature on school leadership in Malaysia suggests that the current research can broadly be classified into three major domains: transformational leadership, instructional leadership and leadership competencies. Among all, the available literature on transformational leadership is comparatively high.

Transformational leadership has been regarded as an important factor affecting commitment and job satisfaction of teachers. A group of researcher examined the role of Malaysian school leaders as transformational and democratic leaders and its effect on the job satisfaction of teachers (Lee, Abdul Ghani, Aziah, & Naser, 2011). Through this qualitative research, it was discovered that the transformational leadership behaviours such as idealised influence, intellectual stimulation and individualised consideration are also the behaviours depicted in democratic leaders. The democratic

leaders were found to be more relation-oriented, friendly, caring, participative and created a relationship based upon trust in order to empower teachers' job satisfaction.

In another study, the impact of transformational leadership on the commitment of teachers towards organisation and student learning was examined (Mohammed Sani et al., 2013). The instrument developed for transformational leadership was based on Bass and Rigglo (2006). Data was collected from 1014 trained non-graduate and graduate teachers serving in twenty-seven secondary schools in Sarawak. The findings of the study showed that the perception of teachers on principals' transformational leadership was quite low (30.09%). Among the four dimensions of transformational leadership, the idealised influence was the favourable quality practiced by school principals. The correlation between principals' transformational leadership and teachers' commitment towards school and teaching profession were significant but there was no correlation found between transformational leadership and students learning. Similar results were found in a recent study (Anantha et al., 2015). Anantha et al. (2015) identified the level of computer usage, cultural perception and leadership styles (transformational and transactional) among 520 secondary school principals in the state of Selangor and Wilayah Persekutuan. The survey instrument used for leadership style was mainly based on Bass and Avolio (1990) study. It was found that school principals work few times a week on computers. Moreover, the mean scores for transformational leadership were relatively low than what was expected (2.79). Interestingly, the mean score for transactional leadership was also close to the transformational leadership (2.38). Thus, principals were found to be more task-oriented as they were using transactional leadership behaviours by focusing on task completion, relying on reward and punishment and emphasising on work standards. The results of the both studies are quite alarming because, without transformational

leadership behaviours, it would be difficult for school leaders to transform their schools.

Indeed, Malaysian principals as transformational leaders face numerous challenges. Ghavifekr et al. (2014) investigated the challenges that school head of the departments face as transformational leaders as well as the strategies used by them to tackle these problems. Although the sample of the study was low, it revealed few interesting findings. The researchers found that the head of the departments were determined to transform their school into high-performing schools. However, they face lots of issues such as ambiguity in roles, lack of administrative support from MoE and District Education Departments. In addition, lack of commitment and poor interpersonal relations among teachers were also issued encountered. Parents' reluctance towards school activities and unreasonable demands from schools were also problems faced. Accordingly, tackling discipline related issues of students were a challenge for these school principals as transformational leaders.

To overcome the problems, the school leaders provided social support to the teachers and involved them in the decision-making process. They encouraged teachers to take part in leadership activities and upgrade themselves. In addition, they provided multiple channels for professional development to their teachers. They built a respectful relationship with parents. They tried to understand students and arranged moral classes for them in order to minimise discipline problems. Thus, this study indicates that Malaysian school leaders are aware of their transformational role and try their level best to minimise obstruction for successful school transformation.

On the other hand, the dimensions of instructional leadership behaviour and the relationship between instructional leadership and the attitude of principals towards change have been explored by Jamelaa Bibi and Jainabee (2011). A mix method approach has been used to collect data from 187 secondary school principals and 500 teachers from the state of Pahang. The result indicated that the principals were practicing a high level of instructional leadership in the all four dimensions (define and establish school goals, manage the instructional program, promote a learning environment and create friendly and cooperative school environment). The principals also encompassed a positive attitude towards change. Sufean (2014) examined the relationship between instructional leadership and school culture between five low-performing and five high-performing schools in Selangor State. The instructional leadership was based on McEwen (2002) seven domains of instructional leadership. The study was quantitative in nature where survey instruments were used to measure instructional leadership and school culture from 109 randomly selected teachers. The results indicated that the mean score of instructional leadership was relatively higher for high-performing schools as compared to low-performing schools. The high-performing school principals were found to give more importance to communicating vision and mission as well as demonstrated a positive attitude towards parents, teachers and students and created a school climate conducive to learning. However, the correlation between instructional leadership and school culture of both high-performing and low-performing schools were low and moderate respectively. Although, Malaysian school leaders practice a high level of instructional leadership but transformational leadership is essential for school transformation as well (Muhammad Faizal, 2013; Urick & Bowers, 2013). However, Malaysian school principals demonstrate comparatively fewer competencies as transformational leaders.



Additionally, school principals in Malaysia are expected to demonstrate an extensive range of leadership competencies to transform their schools (Tai et al., 2014). Tai et al. (2014) developed a Principal Change Leadership Competency Model (PCLCM), also develop and validate an instrument to identify the leadership competencies that facilitate and maximise change in Malaysian secondary schools. Through their model, they found four phases of change including visioning, capacity building, defusing resistance and conflict and institutionalising. A total of 12 items were developed for the principal change leadership competencies that were reflecting the most critical leadership competencies that facilitate change in Malaysian secondary schools. Sharma (2010), on the other hand, compared Malaysian, Indian and Thai teachers' perception about their school principals' leadership competencies. The group consisted of 177 teachers from Malaysia, 172 teachers from India and 164 teachers from Thailand who participated in the study. The perception of teachers about their school principals in all three countries were different. The Indians principals were ranked high followed by Malaysian. However, the Thai principals were perceived negative by their teachers.

Moreover, Rosnarizah et al. (2009) developed an instrument named Instrumen Kompetensi Pemimpin Sekolah (KOMPAS©) to identify the High Impact Competencies for Malaysian School Leaders. School leaders were asked to evaluate their own practices and behaviours honestly through the self-evaluation instrument KOMPAS. School leaders (n=801) from all states of Malaysia were selected through systematic sampling. The researchers found a moderate level of competency proficiency among school leaders. However, gap was found between the expectations of the stakeholders and needs of the school leaders. Therefore, it was suggested that there is need of continuous professional development.

In addition to this, researchers have identified lack of a few essential leadership behaviours/competencies in Malaysian school principals. Chua and Ling (2014) while identifying the relationship between leadership style and thinking style, found that the school leaders possess only 1.2% creative thinking style. Leaders with creative thinking style are creative, innovative and open to new opportunities and change (Chua & Ling, 2014). However, the result of the study also indicated that majority of the Malaysian leaders possess open leadership style that is more shared and relation focused. Thus, it can be assumed from this study that Malaysian leaders are more relation-oriented while less change-oriented. One of the reasons as noted by Aminah (2012), is that the Malaysian school leaders are loaded with administrative duties, therefore they get a little time for creativity and innovation.

Jainabee, Jamil, Mohd Izham and Jamalullail (2011) aimed to investigate the management models practiced by secondary schools principals in West Malaysia. The study was mainly based on Griffith (2003) four management model that was based on open system model, human relations model, rational goal model and internal control process model. The data collected from 1,587 teachers and 900 administrators indicated that secondary school principals in Peninsular Malaysia along with the four models mentioned above advocate three additional models as (a) teamwork model, (b) technology management model, (c) and school safety model. In the four models the rational model was the highest ranked model that mainly focuses on teacher-student relationship (e.g. teachers always encourage students to achieve the best in their task), followed by human relations model (mainly based on principals relation-oriented behaviour) and open system model (developing and maintaining good relationship with parents). Nevertheless, the last model internal control process model was least ranked (school facilities and climate). This further confirms that the focus of

Malaysian principals is on students and developing good and positive relationships inside and outside the school.

In the another study, the researchers explored the leadership skills of the Malaysian school principals (Chua, Tie, Nik Rashid, & Lu, 2014). The results indicated that the majority of Malaysian school principals score high in instructional leadership while low in educational management and organisational management. Thus, they demonstrate a passion for teaching, are willing to take initiative and are more goal oriented. However, the scores for analytical thinking, information gathering, financial management, workforce planning and understanding of legal issues and technology were low. The researchers appealed MoE Malaysia to provide more opportunities to the school principals to enhance basic educational and organisational management skills. Contradictory to this, in Sharma's (2010) study Malaysian principals scored less as instructional leadership while high in organisational management.

Entrepreneurial leadership has also been regarded as an important leadership competency in Malaysia. In a study, it was found that the secondary school principals in Selangor practice entrepreneurial leadership moderately. Nevertheless, a significant correlation between perceptions of teachers about school principals' entrepreneurial leadership practices and school innovativeness was found (ZaidatolAkmaliah, Soaib, & Afsaneh, 2014).

Many researchers have recommended providing more leadership development opportunities to the school leaders in order to acquire and internalise transformational leadership behaviours (Anantha et al., 2015; Mohammed Sani et al., 2013). It is also recommended that Malaysian school leaders need to be trained and motivated to use ICT in their school for academic and administrative purposes (Anantha et al., 2015).

According to Sufean (2014), there is need to appoint school principals who are more human-oriented. Also, for enhancing the human relation skills and behaviours of school principals, more training should be organised.

Consequently, Malaysian school leaders are expected to be resourceful, influential and able to apply the appropriate strategies to transform their schools (Ghavifekr et al., 2014). They are expected to possess instructional and transformational leadership behaviours (Rahimah & Ghavifekr, 2014). As noted by Hussein (2014), Malaysian school principal, like other school principals, at a time, perform three roles as leader, administrator and manager. The new paradigm of leadership, administration and management are more humanitarian in nature. This era demands transformational leadership, moral leadership, servant leadership, shared leadership, because "the organisation of the future" and need of the new millennium demands visionary teamwork at an upper level and lower level of management. Leadership administration and management are not easy tasks; they demand courage, determination, collaboration, creativity, honesty and hard work. These all factors can be developed or enhanced in school principals by professional development, training and exposures. Therefore, to achieve the goals of Blueprint MoE with the collaboration of other stakeholders should develop policies to make school leaders as "Superleader" or "exemplary leaders" (Hussein, 2014). Thus, Malaysian school leaders need to be task-oriented, change-oriented, relation-oriented and ethical-oriented in order to transform their schools.

## **Summary**

This chapter has given an overall glimpse on current literature on school transformation. It analysed the current literature on best practices, capitals and leadership behaviours in transformed schools. Overall, this chapter was based on three main sections. In the first section, a brief discussion on school transformation was provided. The second section, begun with an elaboration of the best practices and capitals in transformed school with their detailed analysis and ended with a discussion on current literature on transformation and best practices in Malaysian schools. The third section dealt with the role of leadership in school transformation. This section was followed by five subsections. The first two subsections considered the review of current literature on leadership behaviour in general. The third subsection examined leadership theories in school settings. The fourth subsection provided an analysis of the current literature on school leadership behaviour. The fifth subsection gave a glimpse on present studies, which dealt with leadership behaviour in Malaysia. The next chapter describes the methodology that was employed to answer the research questions of the study. It explains the research design, selection of cases and participants, data collection and analysis, validity and reliability of the study and ethical considerations of the study.

## **CHAPTER 3**

### **METHODOLOGY**

The purpose of this chapter is to describe the methods and procedures that constituted the current study. Mainly, it clarifies the methodology followed to answer the questions or achieve research objectives. First, the research questions are presented. Then research design employed for this study is elaborated with justifications. Next, the selection of cases, participants and data collection procedures are described in detail. The methods employed for the analysis of the data are explained after that. In the last, the methods used to enhance the validity and reliability of the findings and ethical considerations are presented.

#### **Research Questions**

The aim of this study was to explore the leadership behaviours, best practices and capitals necessary for school transformation process in two of the selected transformed schools in Selangor. Based on the aim, the study addressed the following research questions:

1. What are the most important orientations of leadership behaviours in selected transformed schools in Selangor?
2. What are the important capitals and how are these developed in selected transformed schools?
3. What are the best practices exhibited by leaders, teachers, pupils and community in the selected transformed schools in Selangor?
4. How does change in different aspects of schools contribute to their overall transformation?
5. What is the most suitable and holistic theoretical model on school transformation including input, resources and outputs?

## **Research Design**

Research design bridges research questions with data collection and helps the researcher to arrive at a conclusion (Yin, 2009). On the basis of research questions and philosophical lens, the most appropriate design for this study was a multiple-case study (Creswell, 2012). Before explaining the design of the study, firstly, the assumptions and rationale for qualitative research and philosophical lens which provide the basis for research design are explained.

**Assumption and Rationale for Qualitative Research.** In this study, qualitative research approach and multiple-case study design were used. According to Creswell (2012), qualitative research method best suits when the objectives are to explore the phenomenon in order to get a deeper understanding and to learn from the participants. It describes the social phenomenon in its natural settings by giving importance to the context and cases (Angrosino, 2007). It involves making inferences by observing how people act, listening what people say and analysing the artefacts people use (Asher, 2005). This is inductive in nature and gives importance to the perceptions and interpretations of participants (Asher, 2005).

The objectives of the current study substantiate that the qualitative method was the most suitable method for the study. The qualitative research was chosen due to multiple reasons. Firstly, the research questions of the study were descriptive and explorative in nature (Creswell, 2012). Secondly, the best practices, capitals and leadership behaviours in the transformed schools could be explored by spending more time in the natural settings of the school. Thirdly, review of the research showed that the only small number of studies are done on leadership behaviours, best practices and capitals in transformed schools that use qualitative methods while the many have recommended qualitative method to be used (Yukl, 2004).

Thus, the assumptions of qualitative research showed that this approach would be most appropriate in order to answer the research questions. Besides, looking through the philosophical lens is an essential part of qualitative research. The philosophical framework helps researchers to build a platform to build a concrete practical guide for conducting a qualitative research from beginning to end (Maykut & Morehouse, 1994). Therefore, in the next section, the researcher explains the philosophical lens that constituted the current study.

**Philosophical Lens.** According to Creswell (2003), the philosophical approach used in educational research are post-positivism, advocacy/participatory, pragmatism and social constructivism. Post-positivism best suits quantitative research. In approach concerning pragmatism, researchers draw liberally from both quantitative and qualitative assumptions. Advocacy/participatory approach is political, empowering and issue-oriented. None of the above approaches best fit into the scope of this study, except social constructivism. Consequently, this study was based on the social constructivism approach.

In social constructivism approach, reality (ontology) and knowledge (epistemology) are socially and culturally constructed. Creswell (2003) identified that in social constructivism researchers try to understand the world in which they and their participants live and work. By doing so, they construct subjective meanings of their experiences. The research process involved in social constructivism is inductive in nature (Ormston, Spencer, Barnard, & Snape, 2013).

According to Flick (2004), social constructivism is a process in which knowledge is constructed by social interaction. Moreover, language plays a main role in this interaction and ultimately this social process result into a valid and useful explanation. He gave a model of social constructivism, in which the first step is to get



access to the ‘world of experiences’ which encompasses the natural or the social environment and the activities in it. The second step deals with the knowledge construction by perceiving the subject. Lastly, concepts and knowledge constructed are used to interpret experiences and understand meanings. Flick’s (2004) social constructivism model was an important and fundamental part of the current study.

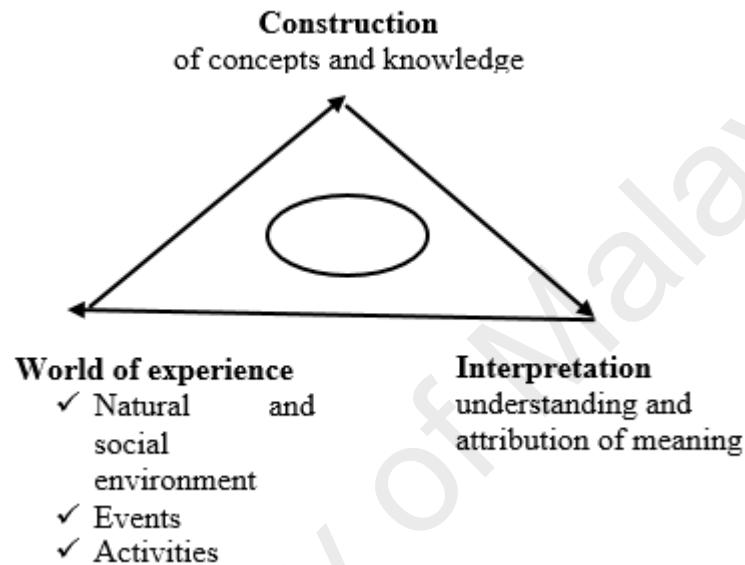


Figure 3.1. Social Constructivism Model (Source: Flick, 2004, p. 93)

Thus, this research relied as much as possible on the participants' views about leadership behaviours, best practices and capitals (Creswell, 2003). The role of the researcher was to make sense of the meaning participants had about leadership behaviours, best practices and capitals and their contribution in school transformation. The researcher used questions that were more open-ended or probing in order to listen carefully what people said and did as suggested by Creswell (2003). The process of interaction was addressed by focusing on specific contexts in order to understand the cultural settings in different schools and of the participants. The researcher positioned herself in the research to acknowledge how her interpretation flowed from her own personal, cultural and historical experiences (Creswell, 2003).

**Multiple-Case Study Design.** A case study is an in-depth inquiry to investigate a contemporary phenomenon in its natural settings, especially when the contextual factors and phenomenon are not clearly apparent (Yin, 2009). This in-depth inquiry describes and analyses a case (cases) that has clear boundaries and can be distinguished from others (Merriam, 2009). Mainly, there are two types of case study designs — single- and multiple-case study/ collective case study (Stake, 1995; Yin, 2009). The single-case study design involves selection of one critical, unique and typical case only, while multiple-case study design describes and analyses more than one case that can predict same results and is literal or theoretical replications of each other (Yin, 2009).

Since, this study involves more than one school; therefore, a multiple-case study design was employed for the purpose of collecting, analysing and interpreting the data (Creswell, 2012; Yin, 2009). For this study, two schools that were literal replications of each other were selected as cases. The rationale for choosing multiple-case study design for this research were multiple. First, the multiple-case study method was serving the purpose of the study by giving a thick description of the cases in their realistic context (Mohd Sofi, 2008). Second, the multiple-case study design is based on the constructive paradigm (Asher, 2005; Baxter & Jack, 2008; Stake, 1995; Yin, 2009). Multiple-case study design involves the description of each case in their natural settings and then comparison with each other in order to provide more insight on the phenomenon (Yin, 2009). “Multiple cases offer the researchers an even deeper understanding of process and outcomes of causes” (Miles & Huberman, 1994, p. 26). This perspective was one of the fundamentals of the current study because of its philosophical lens where the researcher understand the world in which their participants live and work (Creswell, 2012). Lastly, using multiple-case study design

has been considered as a factor adding confidence into the findings of the study by strengthening the validity and reliability of the findings (Miles & Huberman, 1994). It especially enhances the external validity of the findings (Merriam, 2009). Therefore, in order to get valid and reliable findings, multiple case study design was employed in this study. As Yin (2009) mentioned, the frequency of using multiple-case design has increased in recent years due to its robust and compelling nature.

As we know that, every design has its disadvantages and challenges. One of the main issue and criticism to multiple-case study design is being too expensive and extremely time-consuming (Baxter & Jack, 2008). In addition to this, it has been criticised not to fulfil the criteria for single case studies as being the unique and rare case (Yin, 2009). However, the well-defined boundaries of the cases could be helpful in minimising these shortcomings.

### **Selection of Cases**

A detailed description of the case and participants is obligatory in case study design. Miles and Huberman (1994) used the word “site” for the case because of the specified social and physical settings of the case (p. 27). According to them, the selection of a site(s) is a challenging task in case studies because the phenomena are usually embedded in social settings that have logic and coherence, as well as many sub-settings. Therefore, random sampling would not be an appropriate and a wise technique for sampling, as it would reduce its ability to interpret. For that reason, purposeful sampling is the most appropriate type of sampling for selection of single or multiple sites (Creswell, 2012; Miles & Huberman, 1994). However, the selection of site needs to be based on proper justifications. As mentioned before, for this study, the researcher selected the cases that were believed to be replications of each other and could give rich information.

For that, two transformed schools from Selangor state that were literal replications to each other were selected as sample. The criteria for selecting schools was to choose those national schools (primary and secondary) from Selangor state that have faced a dramatic change from last five years in terms of school infrastructure, students' academic and non-academic achievement and school culture. The reason behind the selection of national schools was the similarities in funding source, programs and rules and regulations.

Initially, many schools were contacted and called. The objectives and criteria for schools were conveyed to them. They were asked whether their schools were fulfilling the criteria set for the study. Few schools did not fulfilled the criteria, few schools were fulfilling the criteria but their principals/heads refused to cooperate, while few schools were situated far in rural areas where the access for the researcher as an international student was almost impossible. At last, four schools were selected for data collection, these were schools that were fulfilling the criteria as well as their principals agreed to cooperate. Among them, two schools were selected on the base of principals' experience and accessibility of the schools. The criteria for case selection is further clarified in Table 3.1 in Chapter 4.

Table 3.1

*The Criteria for Case Selection*

<b>Schools</b>	<b>Change from Last Five Years</b>	<b>Leaders Background</b>	<b>Unique Features of School</b>
<b>School A</b>	Yes	An excellent principals and district representative for Malaysian super-principals.	<ol style="list-style-type: none"> <li>1. The principal has been rewarded new deal for the achievement of good academic and co-academic success and minimising students discipline related problems in 2013.</li> <li>2. The school is 5-Star Smart School in 2016 (The highest ranking award).</li> <li>3. The school could minimise the students discipline related issues.</li> </ol>
<b>School B</b>	Yes	The headmistress has won the title of the excellent leader for four times.	<ol style="list-style-type: none"> <li>1. The headmistress has been rewarded new deal.</li> <li>2. The school received Cluster school status and HPS status consecutively in 2013.</li> </ol>

After getting formal permission from the faculty, an application was submitted to Educational Planning and Research Division (EPRD), MoE to get permission formally for data collection. The purpose of the study, duration of the study, sites, participants and instruments were provided for the official purpose. After getting permission from EPRD, an application was submitted to JPN (*Jabatan Pendidikan Negeri*) Selangor or State Department of Education to get permission for data collection.

### **Participants Selection**

The success of the case study mainly depends on the participants, therefore, the most appropriate participants should be selected (Yin, 2009). Purposive sampling is the most appropriate method for participant selection in case study design (Creswell, 2012; Miles & Huberman, 1994). Here, the participants that are most suitable and can help researchers to understand the central phenomena are selected (Creswell, 2012).

The school leaders —principal/headmistress/headmaster— and teachers and administrators constituted the population of the study. From those, 29 participants were selected as sample of the study through purposive sampling. The sample for interviews constituted of 3 leaders, 6 administrators (3 in each school) and 20 teachers (10 in each school). The number of school leaders were three because the headmistress in school B had recently retired and the new headmaster was considered as following her legacy so therefore both of them were interviewed. The criteria for selection of teachers and administrators was the ones having more than three years of working experience with school leaders. The purpose of selecting participants that were more experienced was to get more reliable and authentic information. In addition, they were also the “well-informed” (Yin, 2009, p. 108) participants as compared to newly appointed teachers. The profiles and background of the interview participants along with their codes and dates are given in Table 4.1 and Table 4.2 in Chapter 4.

#### **Data Collection Procedure**

As noted by Creswell (2012), researchers collect multiple forms of data in order to develop an in-depth understanding of the case(s). In this study, relatively a large amount of time and multiple methods for data collection were used to get a clearer and in-depth understanding of leadership behaviours, best practices and capitals in selected transformed schools. The researcher used in-depth semi-structure interviews, direct observations and document reviews. The interviews were considered as the main source of data collection while field notes and documents reviews were done to substantiate the interview findings.

**Interview.** Interviews are considered as one of the most important data collection method for the studies based on case study design (Yin, 2009). Interviews can help researchers to get in-depth information from participants through

interviewing. Merriam (2009) categorised interview 'by structure' as structured (standardised), semi-structured and unstructured interviews (informal). The most used type of interview in qualitative research is a semi-structured interview (Merriam,2009; Packer, 2011). The purpose of the semi-structured interview is rapport development and to encourage the participant to speak (Packer, 2011). It includes a mixture of more or less structured questions with a flexibility in wording or order of questions (Merriam, 2009). It allows the researcher to probe or respond to the situation at hand (Merriam, 2009).

Consequently, for this study, semi-structured interviews was used to get an in-depth insight and understanding of the leadership behaviours and explore the best practices and capitals of the selected school. Initially, an interview protocol was designed having questions for school transformation, leadership behaviours, best practices and capitals in the school (attached in Appendices A, B and C) and was validated in preliminary study (see Appendix, L). However, flexibility in questions remained throughout the interviewing process. Probing questions were used where required. Not only this but also interviews with the permission of the participants were recorded in order to avoid misunderstanding and misinterpretation of the response of participants. For this purpose, two quality tape recorders were used to minimise obstacle during the interview. As well, the researcher took notes during interview sessions. Then the recorded interviews were transcribed for analysis (see, Appendix J). The site and time of the interviews were decided on the basis of willingness and convenience of participants.

**Direct Observation.** Observations have been appreciated to be used in the case study (Merriam, 2009; Yin, 2009). The purpose of observation is to analyse the phenomenon understudy in its natural settings in order to get first-hand information

and to collect richest data from the field. The rationale for using observations in this study are in line with Merriam's (2009) enlisted rationales, which are:

- To explore the routine activities of the participants in order to develop insight into the phenomenon under study;
- To understand the context of the study;
- To provide knowledge about the phenomenon by analysing specific incidents, interactions, behaviours, activities and practices of the participants;
- To get the answer of the questions that participants refused to talk on or intentionally did not respond correctly.

Yin (2009) categorises observation as direct observation where the researcher is merely a passive observer and participant-observation where the researcher becomes part of the site and participates into different activities. The direct observation was more preferable for this study because the researcher wanted to investigate the phenomena in their natural settings as they were, not making new relationships and participating (Yin, 2009). Few guiding questions were used as a guide to streamlining the observation process (see, Appendix D) based on preliminary study (see, Appendix L). Nevertheless, these questions were not strictly followed as informal observations; these could be modified at any time of data collection.

For this study, few shorter observations were conducted at first to get better recordings. Researcher wrote field notes during each observation session. For the school A, a total of 19 observation sessions were done for almost 132 hours ranging from 2 to 9 hours per session from 21 January to 3 of March 2016. While for school B, a total of 15 observation sessions, for almost 118 hours ranging from 4 to 11 hours per session were done from 21 March to 11 April 2016.



**Document Review** . Interviews combined with observations and document reviews allow for holistic interpretation of the phenomenon under study (Merriam, 2009). According to Creswell (2012), “documents represent a good source for text (word) data for qualitative study” (p. 223). Documents are easily accessible and time-consuming and interviewer’s presence does not alert what is being studied (Merriam, 2009).

For this study, plans, notices and minutes of the meetings were considered as important documents that could help in answering the research questions. Not only this, school magazines and prospectus were also included in document sources for review. Documents also include pictures, emblems, diagrams, physical materials and other artefacts (Merriam, 2009; Prior, 2003). Consequently, the documents for this study were not limited to formal written documents rather pictures, emblems, diagrams, physical materials and other artefacts, found around the school were also taken into account.

### **Data Analysis**

Data collection and analysis are a simultaneous process in qualitative research that starts from the first day of data collection (Merriam, 2009; Miles & Huberman, 1994). Data collected through interviews, observation and documents were consolidated, reduced and interpreted to make sense of them (Merriam, 2009). The analysis process of this study was mainly based on Miles and Huberman (1994) and Corbin and Strauss (1990) data analysis procedures.

**Miles and Huberman’s (1994) Data Analysis Framework.** For Miles and Huberman (1994), qualitative data analysis starts from data collection and then consists of three important components: data reduction, data display and drawing

conclusions and verification. For a valid and effective analysis, these three components work intertwiningly before, during and after data collection in a cyclic process.

**Data Reduction.** The data reduction is a process of selection, simplification, abstraction and transformation of the data collected from field notes, interviews and documents. It mainly involves the process and procedures to reduce and condense the data into meaningful unit of analysis. For this study, the ‘ladder of analytical abstraction’ by Carney (1990) as recommended by Miles and Huberman (1994) was used in order to analyse the data systematically.

The ladder of analytical abstraction mainly consists of three levels: summarising and packaging the data, re-packaging and the aggregating the data and developing and testing propositions. The levels and steps of the ladder of abstraction are explained in Table 3.2.

Table 3.2

*The Levels of ‘Ladder of Analytical Abstraction’*

Levels	Steps
Summarising and Packaging the Data	<ol style="list-style-type: none"> <li>1. Transcribing interviews, writing field notes and translating documents.</li> <li>2. Coding and categorising the interview transcripts, field notes and documents and writing analytical notes.</li> </ol>
Re-Packaging and the Aggregating the Data	<ol style="list-style-type: none"> <li>1. Organising the emerging themes and their relationships.</li> <li>2. Theoretical questioning, theoretical sampling, constant comparison and memo writing.</li> </ol>
Developing and Testing Propositions	<ol style="list-style-type: none"> <li>1. Developing and testing the propositions in order to construct an explanatory framework.</li> <li>2. Testing hypothesis and delineating the deep level.</li> <li>3. Reducing the data for analysis and testing propositions.</li> <li>4. Integrating and synthesising the data into one explanatory framework in order to delineate a deep structure.</li> </ol>

(Source: Miles and Huberman, 1994)

**Data Displays.** Miles and Huberman (1994) state that it is difficult to analyse a text that is expanded, poorly ordered and unreduced. Therefore, they suggest using displays. For them, Display is a “visual format that presents information systematically, so the user can draw a valid conclusion and take needed actions” (p. 91). There are two main types of displays used in qualitative studies: matrices and networks.

For this study, the networks were used as display method because the ATLAS.ti as software is efficient in organising and managing networks. Appendix K is a sample of networks being used for data reductions that display the process from quotations to the relationship of a particular theme with other themes.

**Conclusions, Drawing and Verification.** At the initial state, the conclusions are drawn by looking for similarities, differences and casual relations and developing propositions. However, here conclusions are partial and as analysis proceeds, they are verified. Miles and Huberman (1994) proposed 26 tactics for conclusions drawing and verification. However, this study is based on grounded theory approach, therefore, the conclusions drawing and verification was mainly based on the process as recommended by Corbin and Strauss (1990) that are explained in the following discussion.

**Grounded Theory Method of Analysis.** Grounded theory is used when the purpose is to generate a broad theory or explain a process where the existing theories are unable to address the problem (Creswell, 2012). It attempts to generate the theory from the data that has been collected from the site (s) — the theory is rooted in the data. In this study, the data was analysed by using the grounded theory approach by Corbin and Strauss (1990). The analysis was based on coding method. The method of

coding and categorising in grounded theory involves three main steps/phases: open coding, axial coding and selective coding (Corbin & Strauss, 1990).

**Open Coding.** At this phase, the content of the entire data sets was coded. The coding at this stage was ‘open coding’ because of the exploratory nature of the case study, every bit of data that seemed to be useful was selected (Merriam, 2009). The texts the selected codes were labelled keeping in mind the research questions and conceptual framework of the study. At this phase, the researcher was open to get anything possible from the data (Merriam, 2009). Appendix J is an example of interview transcription with open coding.

**Axial Coding.** At this phase, the researcher reanalysed all codes and aggregate similar codes together to form potential categories. The repetitive words used in codes were examined to form categories as well codes giving same meaning were collated together. The codes emerged from data through open coding were compared and contrasted for similarities and differences. The similar codes were combined together to form categories and subcategories. For doing so, the concepts were related to each other along the line of their properties and dimensions (Corbin & Strauss, 2008) and these relationships were tested against data (Corbin & Strauss, 1990). Besides, to uncover the relationships between categories, the phenomena was conceptualised through answering the questions of how, why, when, where and with what results (Anselm & Corbin, 1998). Appendix K is an example of axial coding.

**Selective Coding.** This is the stage where the core categories or themes are identified and theory is integrated and refined (Anselm & Corbin, 1998). The categories already identified from axial coding were compared with each other in order to form a large theoretical scheme. The categories were combined together to form the central themes and relationship between central theme and other themes were

identified. The core theme is this study was ‘school transformation’ with ‘leadership behaviour orientation’, ‘school capitals’, ‘best practices’ and ‘aspects of school transformation’ were integrated to core theme. After forming the theoretical scheme, the theory was refined by analysing the data further until the data saturation was obtained (Anselm & Corbin, 1998).

At this stage, the researcher pulled all possible research threads to construct a plausible explanatory framework about leadership behaviour, best practices and capitals in transformed schools. In addition, integrative memos were written at this stage. Through visual representations, the relationships between central theme and sub-themes were visualised. It is worth illuminating here that the themes and categories were partially developed beforehand due to the pre-planned questions for semi-structure interviews based on research questions and conceptual framework of the study.

#### **Using ATLAS.ti Software for Organising and Managing the Data**

The software is more functional nowadays in qualitative data analysis. They help in coding and categorising a large amount of data collected through interview, observation and documents (Yin, 2009). According to Miles and Huberman (1994), using computer software saves the time for data entry and reduction.

ATLAS.ti version 7 was used to analyse data for this study. ATLAS.ti offers multiple tools for accomplishing the tasks associated with any systematic approach to unstructured data. It helps to explore the complex phenomena hidden in the data. It offers tools to manage, extract, compare, explore and reassemble meaningful pieces from large amounts of data in creative, flexible yet systematic ways.

In ATLAS.ti, first of all, a project file or Hermeneutic Unit (HU) was developed. Where all material: interview transcripts and audios, pictures, documents and field notes were imported. The imported documents (known as primary documents (P-Docs)) were read more than two times and coded. Then the similar codes were merged for axial coding while for selective coding to form themes and sub-themes, in the network view merged codes were assigned relationship (an example is attached in appendix K). The networks were also used to show the relationships between different themes for the purpose of theory generation.

### **Validity and Reliability**

In qualitative research, the researcher plays the central role; therefore, it is essential to illuminate how trustworthiness has been ensured. Qualitative research can be trustworthy by adding some rigor in and carrying out the study in an ethical manner (Merriam, 2009). Different strategies have been suggested to enhance the trustworthiness in qualitative research in general and a case study in particular. Yin (2009) proposes four tests (criteria) to enhance the quality and rigor of the case study. The four tests recommended by him are constructed validity, internal validity, external validity and reliability. The same criteria were suggested by Merriam (2009) but with alternative qualitative terms – e.g., credibility, transferability, dependability and consistency. Overall, the focus is on two things reliability and validity; therefore, here researcher explains mainly how these two were ensured in this study.

Different strategies were used throughout research process to ensure reliability and validity. To ensure reliability and validity of this study, the researcher employed the following methods:

**Triangulation.** In this study, three types of triangulations were used — multiple cases, data triangulation and participant triangulation. Triangulation is the most appropriate method for enhancing internal validity of the study (Merriam, 2009). The main purpose of triangulation is to view and explore the phenomena through different perspectives and find out truth-value (Baxter & Jack, 2008). Here the researcher confirms finding through comparisons and cross-checking (Krefting, 1991).

The researcher used more than one school to study the leadership behaviour best practices and capitals in transformed schools. Selecting multiple case studies enhanced the external validity (transferability) of the study (Merriam, 2009; Miles & Huberman, 1994). The criteria for schools selection, tools used to collect data were the same in selected schools; therefore, the results might give a better position and confidence to the findings of the study.

The data was triangulated where more than one tools were used. The data collection for this study was triangulated by semi-structured interviews, observations and document reviews. The data collected from above sources was compared and cross-checked in order to ensure if the data gathered represented the truth. This triangulation enhanced the internal validity (credibility) and reliability (dependability) of the findings of the study (Merriam, 2009, Yin, 2009). The triangulation of data sources involves the variety in space, time and participants (Krefting, 1991). The data was collected from school leaders and teachers and administrators.

**Member Check.** Member checking is one of the main strategies used to ensure the internal validity of the study. “The member checking decreases the chances of misrepresentation” (Krefting, 1991, p. 219). The interview transcripts were taken back to the research participants to read and check for the accuracy in order to avoid misrepresentation.

**Case Study Protocol.** Case study protocols were used to increase the reliability of case study as recommended by Yin (2009). For this research, a well-elaborated and detailed case study protocol was designed with details of procedures of conducting research, research tools and also methods for data analysis.

**Peer Review and Expert Opinion.** A peer review is a method where the researcher requests peer researchers, colleagues and experts to review the procedures and findings (Merriam, 2009). For the process of review, in this study, it was ensured that reviewers might have expertise in school management and leadership as well as in qualitative methodology. For that, the initial codes were emailed to an expert to get his opinion on the procedures and techniques used for coding. In addition to this, experts in management and leadership and qualitative research methodology were consulted. An expert in ATLAS.ti was consulted in another Malaysian university to validate the initial analysis. Moreover, the codes were also shown to many peers as well. The initial findings were also emailed to two teachers from the schools to validate the findings.

**Researcher's Position.** Researcher plays an important and active role in case study research. Researcher remains part of the study from beginning until the end. Therefore, the researcher needs to state any personal biases upfront and explain his/her role clearly (Merriam, 2009). The researcher has an experience of working as a teacher educator from 14<sup>th</sup> of April 2007 until September 13, 2013. During her teaching experience, she has been visiting different schools for arranging teaching practicum sessions, observing prospective teachers in the classroom and solving their problems. In addition, she has participated in different projects to develop a cooperative relationship between school and university where she has spoken with school principals and teachers formally and informally. Furthermore, during the study period



in Malaysia, researcher has gotten a chance to meet schoolteachers and principals. She has also met and interacted with Malaysia educational experts. She also visited few schools before data collection. This experience of the researcher allowed for emotional entry into research site.

At the site, the researcher tried her level best not to disrupt the school practices. She got proper permission from MoE, JPN and school leaders before entering to the site. She developed a positive rapport with the leaders, teachers and staff that developed confidence among the participants and helped the researcher in data collection. She observed the schools without interfering with their practices. The interviews were conducted when feasible for participants and the researcher made every effort not to impose her ideas on others during interviews.

**Miscellaneous.** There were other techniques used in this research to enhance the reliability and validity of this study. Which were as following:

- The researcher began data analysis with data collection in order to refine and reformulate research questions that as result increased the trustworthiness of the research findings (Merriam, 2009).
- The researcher's presence in data collection and the interaction between researcher and participants increased the rigor of the study as well (Merriam, 2009).
- The researcher spent three months in schools to have prolonged engagement.
- The researcher gave a rich thick description of the cases that is another criterion to increase the rigor of the study.

## **Ethical Consideration**

Qualitative research, especially case study requires ethical considerations. In qualitative research, the researcher is directly involved with people while data collection. Therefore, he/she needs to ensure that the study does not affect the personal as well as professional life of the participants. Following ethical consideration were observed while conducting this study:

- Written permission was received from MoE JPN and PPD (*Pejabat Pendidikan Daerah or District Education Department*) before collection of data (see appendices)
- Dually signed consent forms were obtained from participants. In consent form, the participants were made aware of the nature and purpose of the study and role of the researcher.
- The participants were given the right to withdraw from the study at any time.
- The data collected from the participants were kept confidential and were used for the purpose of this study only.
- Participants' identity was protected by giving pseudonym to them and their schools.

## **Summary**

Throughout, this chapter provided a detailed discussion of the methodological approaches that were employed in this study. This chapter started from a discussion on underpinning assumptions, rational for using qualitative research and the philosophical lens being used. Afterward, it explained the research design, site and the participant selection and the methods adopted for data collection. Next, the data analysis procedures and the techniques used to ensure the validity and reliability of the study were detailed. Lastly, the ethical considerations and role of the researcher were

elaborated. The following chapter elucidates the findings of the study for the purpose of providing answers to the research questions

University of Malaya

## **CHAPTER 4**

### **ANALYSIS OF FINDINGS**

#### **Introduction**

In this study, the data were analysed by using the grounded theory approach by Corbin and Strauss (1990 & 2008) through open, axial and selective coding. In addition to this, the data analysis followed the multiple-case study analysis procedures by Miles and Huberman (1994) and Yin (2007). The data collected for multiple-case studies were analysed in two stages: 1) within-case analysis where individual cases were analysed separately to preserve their context and identity and 2) cross-case analysis where all cases were synthesised and aggregated to analyse the differences and similarities. This chapter discusses the settings and participants in each case in order to give a clearer understanding of the findings. The findings include the cross-case analysis of the research questions and that are:

1. What are the most important orientations of leadership behaviours in selected transformed schools in Selangor?
2. What are the important capitals and how are these developed in selected transformed schools?
3. What are the best practices exhibited by leaders, teachers, pupils and community in the selected transformed schools in Selangor?
4. How does change in different aspects of schools contribute to their overall transformation?
5. What is the most suitable and holistic theoretical model on school transformation including input, resources and outputs?

## The Settings

**Case One: School A.** The School A (SA) is a suburban national secondary school, situated in Gombak, Selangor. It is an old school established in 1979. The school is a five-star smart school and has succeeded to get New Deal (*Bai'ah*) in 2013. The school has 116 teachers, 18 supporting staff and 1844 students. It also has four trained counsellors. One of them is a national level brilliant counsellor. The school principal has been recognised as an excellent principal by PPD.

The school operates on double sessions. The morning session is for upper-secondary classes for Form 4 to Form 6 while the evening session is for lower-secondary sessions that cater for Form 1 to Form 3. The school has classes for special need students in the morning session as well. The school has science laboratories, computer laboratories, technical education laboratories, prayer room, a cafeteria, “*bilik koperasi*” (tack shop, with printing and photocopy facilities), stationery, “*bilik operasi*” (a room especially allocated for filing and record keeping), textbook room, counselling and health clinics, two playgrounds, discipline office, administration block, staff rooms and a block for special need students.

The students in SA come from a diverse ethnic background consisting of Chinese, Malay, Indian and others (A-P3:4; 8:8). The majority of the students are from low and middle SES. The principal shared, “The parents of the students are not rich enough. Majority of them have small businesses like food stalls or are working in lower level jobs in organisations around” (A-P10:11; 9:9). The school has experienced many changes and proved itself to be a hub for rapid change and transformation by producing excellent students both academically and co-academically. The aspects in which the SA has experienced transformation are further discussed on page 191. Table 4.1 presents the background and profiles of the research participants from SA and the

Primary Document (P-Docs) numbers for their interview transcripts. In ATLAS.ti, the documents (e.g., interview transcripts, field notes, documents) are allotted a number when uploaded into the software. For example, the P34 means the 34<sup>th</sup> document uploaded into the ATLAS.ti Hermeneutic Unit (HU). These numbers are also used as reference numbers in ATLAS.ti. For instance, in the reference A-P34:54; 62:62, the first alphabet refers to the case school (A= school A & B= School B). The second alphabet 'P' refers to Primary Document and followed by the number of the primary document. The number 54 represents the number of code in document 34 while first 62 stands for the number of the paragraph where the quotation starts and second 62 shows the paragraph where the quotation ends. It is worth mentioning here that the primary document numbers of interview participants are listed in Table 4.1 and Table 4.2 . While the primary document numbers other than the list of participants indicate that the quotations are from the documents reviewed and field notes for observations.

Table 4.1

*The Profiles of the Interview Participants from SA along with Their Primary Document Numbers and Dates of Interview*

S/no	Participant ID	Primary Document number and Date of Interview	Qualification/ Specialization	Gender	Experience
1	Principal	P10: 10-2-16	Educational Management	Female	<ul style="list-style-type: none"> <li>• Joined teaching profession in 1980 as a primary school teacher.</li> <li>• From 1992 until 2003 was posted as a secondary schools teacher.</li> <li>• Then transferred to the district education office until 2013. There she/he was also appointed as deputy district education officer.</li> <li>• February 2013 posted as principal in SA.</li> </ul>
<b>Administrators</b>					
2	A1	P 2: 24-2-16	TESL (Teaching of English as a Second Language)	Female	<ul style="list-style-type: none"> <li>• Fourteen years teaching experience as a class teacher and subject teacher.</li> <li>• Head of English Department.</li> <li>• In charge of red present society and quality standards, research and development, strategic planning and transformation of the new education system.</li> </ul>
3	A2	P 3: 25-2-16	Accounting	Female	<ul style="list-style-type: none"> <li>• Has been teaching for last 22 years.</li> <li>• Senior assistant co-curriculum from last two years.</li> </ul>
4	A3	P34: 3-3-16	Bachelor of Accounting (Hons) and a Diploma in Education	Female	<ul style="list-style-type: none"> <li>• Serving SA from 1998.</li> <li>• Senior Assistant Students Affair, since last year.</li> <li>• Has been involved in managing basketball game at school and district level since 1998 till date.</li> </ul>

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**Teachers**

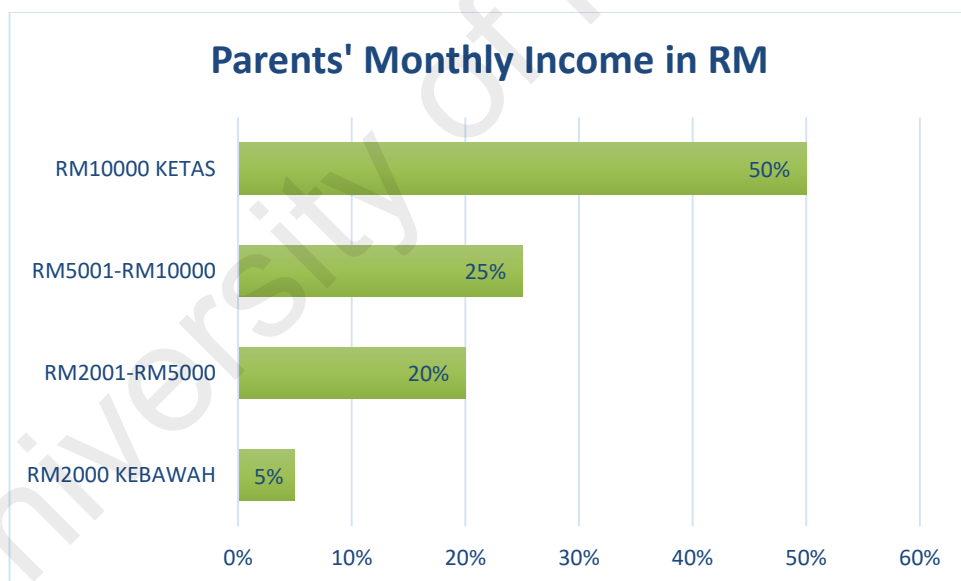
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5	T1	P 4: 1-2-16	Biology	Female	<ul style="list-style-type: none"> <li>• Serving SA from last nine years.</li> <li>• Teaching Biology.</li> </ul>
6	T2	P 5: 1-2-16	Bachelors in Chinese Language Studies	Female	<ul style="list-style-type: none"> <li>• A total of five years' experience</li> <li>• Serving SA from last three years</li> <li>• Mandarin teacher.</li> </ul>
7	T3	P 6: 2-2-16	Chemistry	Female	<ul style="list-style-type: none"> <li>• 33 years of teaching experience.</li> <li>• In charge of school timetable.</li> </ul>
8	T4	P84: 4-2-16	TESL	Female	<ul style="list-style-type: none"> <li>• Serving SA from the last sixteen years.</li> </ul>
9	T5	P12: 4-2-16	TESL	Female	<ul style="list-style-type: none"> <li>• Teaching from last 23 years, with Ten years in primary school and 13 years of secondary school teaching experience.</li> </ul>
10	T6	P41: 4-2-16	TESL	Female	<ul style="list-style-type: none"> <li>• For last nine year, he/she has been teaching upper secondary level students.</li> </ul>
11	T7	P13: 5-2-16	TESL	Female	<ul style="list-style-type: none"> <li>• Serving SA from last three years</li> </ul>
12	T8	P 7: 17-2-16	Major Biology and minor in Physics	Female	<ul style="list-style-type: none"> <li>• Teaching experience for 11 years.</li> <li>• Library in charge.</li> </ul>
13	T9	P 8: 19-2-16	Mathematics	Male	<ul style="list-style-type: none"> <li>• Serving SA from last six years</li> </ul>
14	T10	P82:3-3-16	Biology	Male	<ul style="list-style-type: none"> <li>• Serving SA from last eleven years</li> </ul>

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**Case Two: School B.** The School B (SB) is an urban national primary school situated in Shah Alam, Selangor. The school began its operations in 2002 with 9 teachers and 79 students. The school is a double session school with 127 teachers, 7 supporting staff and 2093 students. The school has science laboratories, rooms for co-curricular activities like a chess room, 2 computer laboratories, a 21st century classroom, a prayer room, a cafeteria, a bookshop, a textbook room, a counselling clinic, two playgrounds, discipline office, PTA (Parents-Teachers Association) room, administration block, a self-access learning room and a staff room. The majority of the students in this school are Malay-Muslims with well-educated parents serving in well-reputed and highly paid organisations. *Figure 4.1* below shows the percentages of the monthly income of the parents of the students in SB.



*Figure 4.1.* The Monthly Income of the Parents of the Students in SB (Source: Report on the Profile of SB)

The school has international collaboration or networking with two schools in Thailand and Australia (B-P19:11; 23:23). The school succeeded to get the status of cluster school on 5th of April 2013 in phase 7 with science, chess and traditional dances as niche areas. On the same year, it was also recognised as an HPS on 18th of September 2013 in Cohort 4. After achieving two statuses in one year with a large population of students made the school unique and sign of interest for MoE and other schools in Malaysia. The school has enjoyed a legacy of achievements in numerous national and international academic and co-academic competitions. These rapid achievements had made the school as a benchmark where many schools come and visit the school in order to learn. The aspects in which the SB has experienced transformation are further discussed on page 191. Table 4.2 presents the background and profiles of the research participants from SB and the Primary Document (P-Docs) numbers.

Table 4.2

*The Profiles of the Interview Participants from SB along with Their Primary Document Numbers and Dates of Interview*

S/no	Participant ID	Primary Document number and Date of Interview	Qualification/ Specialization	Gender	Experience
1	Headmistress (H.M (1))	P4:8-4-16	High School Certificate and Diploma in Education	Female	<ul style="list-style-type: none"> <li>• 34 years of teaching experience.</li> <li>• Joined school as H.M in 2012 until June 2015.</li> <li>• Recently retired</li> </ul>
2	Headmaster (H.M (2))	P5:12-4-16.	Educational Management	Male	<ul style="list-style-type: none"> <li>• Started teaching in 1981 as an ordinary teacher in a secondary school.</li> <li>• Joined PPD as curriculum supervisor.</li> <li>• Worked in JPS for three years.</li> <li>• Remained as H.M in different schools and in June 2015 joined SB</li> </ul>
<b>Administrators</b>					
3	A1	P1:29-3-16.	TESL	Male	<ul style="list-style-type: none"> <li>• 34 years teaching experience.</li> </ul>
4	A2	P2: 4-4-16.	Industrial Science and Technology	Male	<ul style="list-style-type: none"> <li>• A science teacher.</li> <li>• Serving SB from last 8 years as coordinator for HPS.</li> </ul>
5	A3	P3:8-4-16	High School Certificate	Female	<ul style="list-style-type: none"> <li>• Started teaching in 1995.</li> <li>• joined the SB in 2002</li> <li>• Senior assistant in SB from 2003 for student affairs department.</li> </ul>

<b>Teachers</b>					
6	T1	P6: 23-3-16	Analytical Chemistry	Female	<ul style="list-style-type: none"> <li>• Working in SB from last five years.</li> </ul>
7	T2	P8:23-3-16	TESL and Professional Degree is in Planning	Male	<ul style="list-style-type: none"> <li>• Serving SB from last five years and a half years.</li> <li>• A member of discipline unit.</li> </ul>
8	T3	P9:28-3-16	Degree in B.M Studies	Male	<ul style="list-style-type: none"> <li>• Serving SB from last five and teaching B.M.</li> <li>• Coordinator of PTA.</li> </ul>
9	T4	P10:28-3-16	Diploma in Education and Degree in Information Technology	Male	<ul style="list-style-type: none"> <li>• Serving SB from last nine years.</li> </ul>
10	T5	P11:28-3-16	TESL	Female	<ul style="list-style-type: none"> <li>• Serving SB from last five</li> </ul>
11	T6	P12:29-3-16	Degree in Technology	Female	<ul style="list-style-type: none"> <li>• Serving SB from last nine years.</li> </ul>
12	T7	P13:30-3-16	Degree in Human Sciences	Female	<ul style="list-style-type: none"> <li>• Serving SB from last ten years.</li> </ul>
13	T8	P14:30-3-16	International Business Management	Male	<ul style="list-style-type: none"> <li>• Serving SB from last ten years</li> </ul>
14	T9	P15:6-4-16	Master in Education	Female	<ul style="list-style-type: none"> <li>• Serving SB from four and a half years.</li> <li>• Islamic teacher.</li> </ul>
15	T10	P7:6-4-16	Diploma in Education	Female	<ul style="list-style-type: none"> <li>• Serving SB from last ten years</li> </ul>

## **The Important Orientations of Leadership Behaviour in Selected Transformed Schools**

In answering research question 1, a general consensus in the data was that the leaders possess adaptive leadership behaviours. They use multiple leadership behaviour orientations depending on time and situation. The data analysis verified that the leaders practiced a combination of change-oriented (ToLB), task-oriented (ToLB), relation-oriented (RoLB) and ethical-oriented (EoLB) leadership behaviours. However, according to the majority of the participants, the leaders were more focused on change and tasks rather than relations and ethics. In this section, the change-oriented, task-oriented, relation-oriented and ethical-oriented leadership behaviours explored from both case schools are discussed. It is worth noticing here that the leader for SB in this section refers to H.M (1) only as she was the main contributor in the transformation of SB. Moreover, in Malaysia, the leaders in primary schools are entitled as headmistress and headmasters while leaders in secondary schools are entitled as principals. Therefore, while talking about school leaders individually, they are referred as principal in SA and headmistress or H.M (1) in SB.

**Change-oriented Leadership Behaviour.** Schools that experience change usually have leaders who envision change. Change-oriented leadership behaviour includes leader's desire and determination to bring change in the school and put all necessary steps to guarantee the change. The following sub-sections deal with the explanation of change-oriented leadership behaviours that emerged from the data.

***Desire and Commitment for Change.*** The data analysis revealed that the leaders in both schools had strong desires for change. One thing that was discussed by the majority of the interview participants from both schools was the leaders as the main factors contributing to school change. Even, teacher (T9) from SA considered the

principal as the brain of the school on whom the success of the schools and function of school members depends. The leaders were regarded as being energetic, proactive, ambitious and dynamic who always think forward and put all possible efforts for school improvement. The HoD (Head of the Department) (A1) from SA said, "...our principal is more dynamic. She wants us to be more organised and more professional" (A-P2:34; 45:45). In the case of SB, the teachers mentioned that the H.M (1) was very ambitious for improving the status of the school that she used to stay back in the school until late night.

The principal from SA shared her vision as, "I want this school, as years go by, it would become better and better and one day maybe my school will be like top 5 in Gombak" (A-P10:10; 9:9). She also had a strong desire to bring up the school reputation. Teacher (T1) mentioned, "Our principal is more focused on change and bringing up the reputation of the school" (A-P4:48; 85:85). The H.M (1) from SB, on the other hand, won the title of excellent leader for four times due to her commitment and conviction for change. Before being assigned to this school, she was the headmistress of another school that she transformed to achieve the New Deal and the Cluster School status.

***Articulating the Vision.*** It could be manifested from the findings that the leaders as a change-oriented leaders articulated a clear and achievable vision to motivate school members for the accomplishment of a new and innovative ideas, plans and strategies. They envisioned changes by challenging the status quo, instigating a vision, explaining the need and importance of the change and pushing towards the attainment of the vision. For instance, The HoD (A1) from SB claimed, "She [H.M (1)] actually topped up our school to be HPS...She came and pushed us to a place that we were among the top HPS schools..." (B-P1:29; 31:31). Similarly, The HoD (A1)

from SA shared, “She knows what she wants and she really pushes us to get what she wants ...” (A-P2:71; 47:47). The senior assistant (A3) from SA stated, “Teachers and staff are completely aware of the vision and mission as they are constantly reminded during assembly and staff meetings alongside many other activities carried out throughout the whole year to achieve it” (A-P34:5; 10:10).

The findings also revealed that the leaders motivated the teachers for change. The H.M (1) motivated the teachers and staff through a shared vision and engaged them to find their own skills and capabilities. They used different motivational strategies to keep the school members happy and minimise the resistance for change. For instance, the H.M (1) in the meeting for assessment of educational quality standards Malaysia, 2015 warmly congratulated everyone for successfully achieving the set standards for 2014 (B-P35:1; 207:207). While, the principal from SA, was allocating the amount won by the particular club to use for the club programs and improvement to motivate the club members to do their best in future. For, example, the amount won for Dengue Patrol Campaign was given to the Dengue Patrol Club.

***Implementing Change Systematically.*** The findings indicated that leaders in both schools planned for change strategically and that was stepwise, one following the other. The teachers (T10) from SA highlighted how the principal focused on change systematically as “...Actually, she has a strategy where she focuses on different things one by one. Now her focus is on students and then after achieving this she will move to next thing that she wants” (A-P82:12; 31:31). A teacher (T8) from SA claimed, “... When she came here, firstly she worked on decoration and renovation and when it settled down, she moved to students, and then she focused on management of files” (A-P7:65 77:77). The H.M (1) in SB critically analysed the strengths and weaknesses of the teachers and staffs first and planned for change accordingly. She was able to

uncover the hidden abilities and potentials of the school teachers and staffs. As she reflected:

First of all, I wanted to test them. In school holidays, when the teachers were going back to their villages, I asked them to go to a school in their area and write a report on what are their best practices. Those days we had 120 teachers so I got 100 over reports. So I realised that the teachers are good lah (lah is a suffix used in Malaysia to place emphasis on something). I studied that [reports] what I want to do more, what are the things that I should have when the officers from Ministry come and check. So, we all worked together (B-P4:3; 7:7).

Hence, the excerpts show that the leaders introduced the change not by imposing it on teachers rather allowing them to decide by showing them threats for maintaining the status quo and opportunities after the change. Through systematic planning and implementations for change, they made the teachers believe that change is achievable, interesting and fruitful.

***Supporting Innovation and Creativity.*** One of the important CoLB found common in leaders in both schools, was encouraging, supporting and facilitating innovation and creativity. They were thinking out of the box and encouraging the teachers and other school members to think out of the box by appreciating innovation and creativity. They appreciated the teachers to use new ideas and methodologies in the teaching-learning process. For example, the H.M (1) from SB tried to stimulate exploration of new and innovative ways of doing things in school. She herself was interested in innovation and creativity. As a teacher (T4) indicated, "... She [H.M (1)] is the one having different ideas. She also discussed it with teachers and listened to their ideas as well (B-P10:17; 38:38). A teacher (T8) from SA claimed that principal was impressed when they did something innovative. She further added, "I realise that our principal likes something unique, change and beautiful..." (A-P7:84; 77:77). "She



loves teacher's way of being innovative. You know, you try to bring changes in your teaching techniques, she loves that," noted a teacher (T7) (A-P13:44; 99:99).

The findings also revealed that the leaders gave chance to the teachers to prove if they have a new or different idea or plan. As a teacher from SA (T1) mentioned, "she likes something new and different. She will give you a chance to prove" (A-P4:70; 97:97). Moreover, she not only gave them chance to prove but also supported them. For example, senior assistant (A2) claimed, "Principal gives support if we do something new or something interesting" (A-P3:45; 55:55). "She welcomes new and innovative ideas, giving full cooperation and support, knowing that the new ideas will bring forward positive changes in the school," commented senior assistant (A3) (A-P34:44; 52:52). In the case of school B, teachers shared that once one of the teachers went abroad and attended a workshop. When he came back and shared his ideas and plans to implement the same new and innovative techniques in school, the H.M (1) not only appreciated him but also organised a meeting where all the teachers were informed and the program was implemented in the school as soon as possible.

***Encouraging and Facilitating Collective Learning.*** Encouraging and facilitating collective learning in the school in order to gain the knowledge and skills needed to improve school performance is another CoLB found in the data. The leaders encouraged the school members to develop a culture of acquiring and sharing new knowledge and information in the school. They supported internal activities like PLC, reflection sessions, team teaching and in-house training to learn the new and best practices. They also did outsourcing for experts or sent school members to other organisations to facilitate group learning for the school. The H.M (1) from SB, after getting the incentive amount for getting the status of HPS and cluster schools, spent a bulk of amount on the collective learning programs to develop the leadership and

teamwork capabilities of teachers and students. The excerpt below from the interview of the principal from SA is an example of encouraging collective learning:

I also know that some of my teachers are actually very good in the methods of teaching. Therefore, once in a month, I have got like we called it reflection. During the session, I will get one of the teachers from the unit ... to share his or her best practices in their classrooms...At least they get some tips on how to improve their teaching methodology (A-P10:91; 24:24).

***Desire to Learn and Remain Updated.*** The findings revealed that the leaders from both schools were keen to learn and remain updated about the current trends and practices. They had participated in different workshops, meetings and seminars in order to remain updated about the new policy changes and their applications in their respective schools.

Moreover, the H.M (1) wanted to be updated about the current practices in the schools outside the Malaysia. The H.M (1) mentioned that when she used to go overseas, she would go and visit those schools to see how the schools were and how they were working. She used to go and see the principal of the school, the working environment of the school and the teaching-learning process (B-P4:24; 29:29). The principal from SA, on the other hand, informed that she kept herself updated through the in-services courses, meetings, Education blueprint, newspapers and social media on the latest education policies and practices so that she could guide her teachers especially the novice teachers (A-P10:79; 66:66).

**Task-oriented Leadership Behaviour.** There were several excerpts in the data that considered the principal's behaviour as ToLB. For example, planning, defining and distributing the roles and responsibilities, assigning tasks, monitoring teaching-learning process, providing feedback to improve the teachers' performance and generating and managing funds. The sub-themes under ToLB are presented in the subsequent sections.

***Emphasis on Proper Planning.*** The data analysis showed that the leaders in both schools gave substantial importance to the proper planning and stating targets and goals. Devising strategies, tactical and operational plans while maintaining a proper and systematic documentation were among their most preferred tasks. The HPS coordinator (A2) from SB informed that the H.M (1) had a clear vision and several plans to achieve her vision or target. If plan A failed, she would commence with plan B, with plan C ready and available as a backup (B-P2:20; 36:36). During data collection, when the H.M (1) came to visit the school, she had the following discussion with a senior assistant (co-curriculum) that further supports her this ToLB.

She was talking to senior assistant (co-curriculum)... She said, “To be successful, you need to make targets and then plans as strategic, tactical and operational plans”... She was also giving him ideas about filing and how to make things systematic (B-P26:2; 8:8).

In addition, it was also manifested that the principal from SA created new and innovative plans to minimise the problems. For example, the school was having a problem to involve parents in school matters, the principal had planned to conduct meetings with parents on the days that were feasible for the parents. She devised plans and strategies before participating in any program or activity. The excerpt below shows how principal developed such plans:

I discussed with my management team and as usual, there were one or two who felt that it is almost the exam; we do not have the time. Then I said no we have a strategy, let us have a strategy and let us plan it. We only got about a month. So after that I and my management team planned, then only I publicly announced in school, informed committee members what they need to do...(A-P:10:41; 30:30).

***Assigning Tasks and Clarifying Roles.*** The second ToLB was assigning, communicating and clarifying the tasks, roles and duties as well as making the decision to ensure the accomplishment of the designated tasks. Firstly, the leaders assigned the

tasks and duties according to the teachers' capabilities and strengths. "She [H.M (1)] brings in the right teacher for the right position and then guides them to achieve it," claimed HoD from SB (A1) (B-P1:25; 30:30). The teacher (T7) from SA commented, "My principal knows who can do what ... She puts the right person to fit in the right shoe" (A-P13:35; 84:84).

While assigning the tasks and responsibilities, the principal also considers other important factors. For example, the majority of the students were Chinese, therefore, she selected a Chinese teacher as senior assistant in charge of students' affairs (A-P5:13; 20:20). The head of the counselling unit shared that the principal demanded a Chinese counsellor as the majority of the students were Chinese in school, therefore, she was transferred there.

Clarifying the roles, responsibilities and expectations is another ToLB of the leaders found in the data. The H.M (1) from SB claimed that in order to make the work of the teachers easy, leaders need to clearly communicate their duties and responsibilities to (B-P4:21; 25:25). The senior assistant from SA (A2) informed that the principal has high expectations from her but she is informed about her role and expectations directly from the principal. In the both schools, the leaders used two methods for clarifying roles and expectations, by informing teachers directly or indirectly through meetings and short messages. The main meeting for this purpose was conducted before the starting of the new school session where each of the teachers was consulted individually and then collectively informed about their roles. The H.M (1) from SB also mentioned that she stressed on some dos and don'ts when she used to check the record books of the teachers.

***Monitoring Instructional Process.*** Monitoring teaching-learning process provides leaders a chance to learn from experiences and mistakes, plan for the present and future, identify, the areas of concern and development of required skills. The findings suggest that the leaders were using multiple methods to monitor teaching-learning process. Students' results, class activities and homework, teachers' record book (lesson plans), planned classroom observation, extempore visits to classes and taking rounds in schools were few methods identified (A-P3:61; 50:50 & B-P1:38; 42:42).

Classroom observation was considered as one of the main methods for monitoring the instructional process in both schools. However, it was more functional and extensive in SA. During the stay in school, the researcher found the principal in SA, in numerous instances, rushing to observe lessons and taking rounds. After each monitoring and evaluation sessions, the teachers were given proper feedback for improvement and their professional growth (A-P7:61; 73:73).

The HPS coordinator (A2) mentioned that H.M (1) had a very different style of monitoring. She kept an eye on everything that was going on in school. When she used to go for observations, she used to go without informing and letting anybody know. During her school rounds, she used to make notes with a lot of comments to show and say something (B-P2:24; 40:40). The leaders in SB also evaluated teachers' performance based on their commitment to the accomplishment of any given task (B-P7:23; 41:41). They were also considering parents' complaints as a tool to evaluate teachers' performance as well (B-P3:16; 27:27). The HoD from SB (A1) shared:

The previous one [H.M (1)] used to take visits. Once she entered my class. The class was very dirty. I was tired that time. She came and sat with students. Even the chair was very small and she was a big size (laughing). Nevertheless, she sat. So I had to teach. During the class she asked me, [name of the teacher] do not you think your class is dirty. I said yes, but what to do the students in the

class are very naughty. Then she asked the students “Are you naughty?” She was observing me but at the same time, she was pretending as if she is not observing me. This is something that I learned from her. After she left I checked myself, you cannot do this thing that thing. It is good. So that is the way she was doing ... (B-P1:38; 42:42).

***Generating and Allocating Budget.*** Although the government was the main source of funding for both the school, the leaders in both schools considered this funding not enough for school functioning. Therefore, through different methods and programs, they generate more funds for the school with the assistance of the PTA chairpersons. When the principal, newly joined the SA, she found it very gloomy and old. Thus, she worked out all possible ways available to find more funds for the school. “when I entered this school, the first thing even though I knew that district education office does not have money, but I requested them, I said please allocate me some money,” She recalled (A-P10:19; 16:16). Same was the case with H.M (1) who along with PTA managed to collect funds for construction for a school hall.

The leaders also attempted to utilise the budget appropriately and wisely. A teacher from SA claimed, “She is using budget allocated for the school for students and sometimes if we have a shortage of funds, she herself, tries to get funds from somewhere” (A-P6:61; 44:44). The senior assistant (A3) claimed, “She always discusses with the management to decide on a list of priorities and normally students’ needs will top the list” (A-P34:53; 60:60). The principal was also using other methods to generate funds. For example, a teacher mentioned, “...last week my principal was telling that an organisation is going to rent our school field which cost about 50 ringgit per day, that is one of the ways that we can raise money” (A-P13:15; 33:33).

In SB, the H.M (1), with the collaboration of teachers, management staff and PTA chairman utilised the funds to transform the school into a high-performing school by providing different in-service pieces of training to teachers and also different

activities for the students. After accomplishing the status of a HPS and cluster school, the school received a lot of funds from MoE. The H.M (1) devised more innovative ideas for the growth and exposure of teachers and students. She sent the schoolteachers to present papers at international conferences, incorporated more IT in school by providing high-speed internet services to the teachers. She even sent students and teachers abroad to participate in different activities and programs (B-P4:15; 19:19).

***Emphasis on Completion of Tasks.*** Strong emphasis on the completion of tasks by giving deadlines and pushing to get results is another ToLB found in both schools. For instance, the principal in SA focused on outputs and results as well as completion of targets. A library teacher (T8) commented:

...more focused to achievement, whatever task you have been given you need to show the achievement. For example, I was given the responsibility of Library, second day she asked me what I have done in the library. So I have never studied the files, therefore, I started decorating library so at least she will come to know that I am doing something (A-P7:56; 68:68).

For SB, the teachers mentioned that H.M (1) was very strict in terms of task completion. “That one H.M (1), when it comes to work, she was very particular, if you have to finish it so finish it,” stated a teacher (T1) (B-P6:36; 70:70).

***Relation-oriented Leadership Behaviour.*** Along with ToLB and CoLB, the principal also focused on building and maintaining a strong relationship with fellow school member through mutual respect and understanding. The leadership behaviours that are regarded as RoLB are leaders’ consulting, recognising, supporting and empowering behaviours (Yukl, 2004). The RoLB identified in this study are discussed in the following sub-sections.

***Maintaining a Strong Relationship with Fellow School Member.*** It was found from the data analysis that the leaders from both schools developed and maintained a healthy relationship among school members. The both leaders had the

motive to develop teamwork, collaboration and cooperation among teachers and staffs. For example, the principal from SA reported, “When I came in this school, the first thing I tried to change was the teacher’s behaviour. I made them understand that they cannot work in isolation” (A-P22:11; 11:11). The teacher from the SB, on the other hand, appreciated the H.M (1) for being very nice in interpersonal relationships and able to unite all school members to work together (B-P1:28; 31:31& B-P8:39; 55:55).

***Providing Emotional and Technical Support to School Member.*** It was also evident from the findings that leaders were demonstrating consideration and concern for the needs and feelings of the school members, or in other words, they were supportive towards school members by helping, motivating and encouraging them towards their work. Almost every teacher in SA reported that the principal was very kind and helpful (A-P2:60; 59:59, A-P2:65; 61:61, A-P3:43; 53:53, A-P5:39; 55:55, & A-P12:37; 94:94). She was ready to listen to their personal and work-related problems and issues and support them through guidance, suggestions, reliefs and assistance, whenever needed (A-P34:32; 36:36).

In school B, H.M (1) also provided emotional support to her school folk by listening and solving the problems encountered in the school and out of the school. The teachers shared that the H.M (1) was approachable and acted like a mother and sister. This behaviour helped to develop a friendly and family like relationship among the school members.

Moreover, one of the leaders’ core behaviour was to empower students, staff and teachers by developing their confidence and providing them opportunities for their professional development and growth. The HoD (A1), from SA, reported in her interview that the principal wanted them to be more confident. She believed that teachers and students could do everything and she had a trust on all of them (A-P2:41;



49:49). The principal in an interview also declared that she fully trusted her teachers.

She stated:

... I told them okay let us enter this competition, let us enter that competition. Before this they would not dare, they said no cannot, we cannot do it. I said no, you all are skilled, you have got your own expertise, I said okay so let us give it a try (A-10:27; 18:18).

For H.M (1), the teacher also mentioned that she used to offer support and help to them until the tasks were perfectly done (B-P12:5; 9:9). The teachers discussed that H.M (1) provided more opportunities to the teachers for their professional growth and development (B-P1:33; 35:35). One of the teachers considered H.M (1) supportive behaviour as the main contributing factor in school's success. She said:

At that time, we loved to work with our H.M (1). Actually, our H.M did not force us to do work but she worked with us, she worked together with us, so we felt we are in one team...we love to work. If we were confused and having a problem, we just asked her, she would help us out (B-P13:17; 32:32).

The H.M (1) used to guide the school members to accomplish a particular task. She used to teach them first how to do something. "... She taught us how to plan and so on ..." (B-P12:28; 53:53). The HPS coordinator (A2) reflected, "...Last time I remember that I did not know how to do filing, so she [H.M (1)] called me in her office and the first time she did it for me. She started first" (B-P2:23; 38:38).

***Consulting School Members.*** Another RoLB was the consulting behaviour of leaders. The leaders consulted the teachers and management team while planning and making a decision. The teachers and management team were fully involved, listened and appreciated. For example, a teacher (T2) from SA, stated, "Before taking any decision, she discusses it with all of us...She will not take a decision by herself. So we have a lot of meetings" (A-P5:12; 18:18). The principal explained her method of decision making as:

... I still ask for their opinion, it is a two-way thing, sometimes I think, as a head, you can't think everything. when you discuss it in a group, you get actually a lot of things, new things new suggestions ... Sometimes I do change my decision that I had made up in my mind after I have to get the opinions, the pros and the cons from my management team (A-P10:47; 33:33).

They give opportunities to every individual to participate in the decision-making process by letting others offer their ideas and plans. The H.M (1) also commented that she preferred that the decision to come from every school members and not only from him. A teacher (T7) explained:

We always have meetings. Let us say we have to do an event, first, we have to have a meeting to discuss everything. Therefore, the best decision, if everybody agrees we follow. The ideas of the teachers combined with ideas of the administrator, the best one we will apply (B-P13:8; 15:15).

***Involving Parents and Community.*** The findings also showed that leaders developed and maintained a strong relationship with parents by involving them in school activities. The H.M (1) considered parents, especially PTA members, as main supporters for school transformation. The H.M (1) has developed strong connections and networking with parents and the local community members. The teacher (T8) commented, “[H.M (1)] had a lot of networking with community” (B-P14:21; 44:44).

However, for H.M (1), the secret recipe was to make parents your best friends with whom you can share everything and ask for anything. She explained, “For PTA, first we must make them friends. We as teachers cannot be rude. Then, my first PTA chairmen was a lawyer and luckily he is my husband's friend, we became very close friends. So we worked together” (B-P4:12; 19:19).

The principal in SA also involved parents in school activities. In fact, consultation with parents was an essential part of her leadership, especially with the PTA members. The principal consulted PTA members about school activities and

before making any decision. For example, she appreciated and encouraged the parents' involvement in co-curriculum activities. She explained this relation as:

There is a parent who is a musician and very good in music. Both father and son, come up with a song for school, which was composed by them. In addition, I got coaches for my tennis, volleyball and basketball teams from community members. They help my tennis, my volleyball team, my basketball team and my uniform bodies. The communities help a lot (A-P10:60; 42:42).

A teacher (T3) explained the relationship between principal and PTA chairman as:

The chairman of PTA is very nice. He comes to school often and meets with principal ... In fact, because the chairman is also in contact with the parents around, therefore, I consider it as a good relationship. Anything that is happening in the school our principal will contact the chairman, he stays around and I think he is also affiliated with organisations around he is on the ground so he can tell them (A-P6:67; 21:21).

***Recognising Contributions and Achievements.*** Recognising the school members through appreciation and reward for their achievements and contributions was another relation-oriented leadership behaviour found in the data. Giving certificates, presents and medals were the main methods used by the leaders to recognise school members' efforts and contributions in both schools. A teacher (T4) from SA mentioned, "Previously we were not really appreciated in this way. She has taken a very drastic step and this would make an impact" (A-P84:39; 83:83). The teachers and management staff indicated that the principal acknowledged the teachers in meetings (A-P2:50; 55:55), in WhatsApp groups (A-P2:51; 55:55) and students in assembly (A-P12:36; 94:94) so everyone would know their contribution and achievements. Moreover, she motivated the teachers to give certificates to the students as well to help students (A-P5:43; 61:61).

The H.M (1) shared that she gave certificates to those who came to school with full commitment and also to those who showed good progress in their performance (B-P4:26; 33:33). The H.M (2) was also considered as a leader who recognises the performance and contribution of the teachers and staffs. Every Monday assembly, the students were given certificates, medals and trophies for their success and achievements. A teacher shared how H.M (1) praised her:

Once our H.M got an email from a parent that I am teaching well. I do not know at that time the H.M was so happy that she send it to all teachers. She praised me and at that time, I was so impressed (B-P6:42; 83:83).

**Ethical-oriented Leadership Behaviour.** The Ethical-oriented leadership behaviour is when leaders demonstrate ethically appropriate values and practices in school and promote such behaviours and values among school members. The data analysis revealed that leaders in both schools demonstrated ethically appropriate behaviours and practices. The leaders were regarded as nice, fair, helpful, loving and caring. For instance, a teacher (T8) from SA commented the principal possesses integrity and is credible (A-P7:85; 79:79). The senior assistant (A3) defined principal as, “Leadership by example, punctuality and commitment, open-mindedness and sense of appreciation” (A-P34:46; 54:54). The existence of such ethical values and practices helped leaders to develop the following EoLB in their respective schools.

***Demonstrating a Friendly and Trusting Relationship.*** The leaders in both schools were demonstrating a friendly and trusting relationship with teachers, staff, management team, parents and other school members. They created a productive communication and a friendly relationship with school members through their ethical practices by showing warmth, respect and care. The principal from SA greeted everyone nicely no matter if he/she was a student, teacher, parent, staff member,

canteen worker, or a cleaner (A-P16:1; 7:7). A Chinese teacher (T2) comparing her with her previous principal said:

She is very fair. She does not think if I am a Chinese I need to do more work. Before coming to this school, I was teaching at a primary school, how should I say (deep breath), the principal knew that I am single, young and Chinese she used to give me a lot of work to do. I did not like this (A-P5:52; 14:14).

Similarly, the teachers from SB shared that the H.M (1) belonged to one of the well-known and respectable families, but she was down to earth and humble while interacting with parents, teachers, staff and students. She used to invite the school members to visit her house. The day when the researcher was invited to conduct an interview with H.M (1), she has invited some of the school staff, teachers and the senior assistant (students' affair) for lunch. Correspondingly, the H.M (1) from SB claimed that a leader must demonstrate multiple relationships with school members depending on the situation in order to excel. Referring teachers and staff, she argued:

You need to maintain a relationship like you are a parent and they are your children. You might also be like a sister or brother to support them, and you might also act like a boss and ask them to follow you (B-P4:23; 27:27).

The HPS coordinator (A2) added:

She [H.M (1)] is very good. If we have any difficulty and problem, go to her so that is settled so that is a very good motivation and she was not like a boss, she was like mother and friend. She did not say to do this and that, but she used to help us ... (B-P2:23; 38:38).

***Being Open to School Members.*** The leaders were also considered as being open. For instance, a teacher (T8) from SB regarded H.M (1) as being less autocratic and more open (B-P14:22; 47:47). A teacher from SA (T3) illustrated, "This principal is quite open, and I heard that if the teacher is having a problem they can take it to her" (A-P6:48; 34:34). Another teacher claimed, "If I have a problem I talk to her she will give me advice" (A-P 8:51; 53:53). Thus, the leaders kept their doors open for school

members so they could approach them when in need. The school members were quite comfortable while talking and sharing with them. They listened to their personal problems that affect their work or their work related problems and gave suggestions to overcome them.

***Being committed.*** Being committed to the job is a moral obligation of a leader who places their full effort and energy to the task that they have been appointed. The findings also indicated that leaders in both schools were fully dedicated to their profession as leaders, as guides and as managers. They could be seen coming early and staying late inside the school. They were committed to bringing out the best of teachers, staffs and students through empowering, sharing, problem-solving and giving feedbacks.

The teachers considered the principal in SA as “very hardworking person” (A-P3:50 57:57) and “showing full commitment” (A-P34:48; 56:56). The teachers from SB also highlighted that the H.M (1) was committed towards her school. A teacher (T1) reflected “The previous H.M (1) was the one who prepared everything, sometimes used to go late at 8 o’clock or 7 o’clock (pm)...,” (B-P6:33; 66:66).

***Acting as a Role Model.*** It was also apparent from the data analysis that the leaders walked the talk. They demonstrated what they wanted their school members to do and have. They had developed trust and earned respect from the school members by trusting and respecting them. It echoed from interviews in both schools. For example, a teacher (T1) from SA claimed that she likes the principal’s way of leadership and that “is helping other teachers by doing it first and showing them how to do,” (A-P4:46; 83:83). Another teacher (T8) said:

She will show us first. For example, to greet the students every day early in the morning, hello! Welcome! She asks us to do she will also join us. Any task or work she does first and then asks us to do (A-P7:57; 70:70).

Likewise, H.M (1) from SB illuminated, “When we want to do something, we must do it first. I must go to the class, I must come early and I must when I want her to do something” (B-P4:17; 21:21). An administrator (A2) said that the H.M (1) did not order them to perform something but she was a type of leader who could show them first by doing herself and then ask them to do (B-P2:23; 38:38). A teacher (T3) asserted, “she also showed the teachers that she could be a model or example for other teachers that how to do something (B-P9:9; 17:17).

***Warranting Ethically Appropriate Conducts in Schools.*** The findings also revealed that leaders put a strong emphasis on promoting ethical conducts and behaviours in school and preventing unethical conducts. In order to create a culture of promoting ethical conducts in school, they were using rewards to appreciate ethically appropriate conducts and punishment to prevent unethical conducts. They would not compromise on ethical issues and therefore might not hesitate to take actions to minimise such practices. The both leaders were first using soft approaches such as suggestion, consultations and counselling to prevent unethical behaviours and approaches. For example, a teacher (T1) from SA said, “She usually calls you in the office and will not scold you but give you some advice,” (A-P4:65; 101:101). While, the HPS coordinator (A2) from SB reasoned, “The H.M (1) will call her/him to come in her office and discuss with his/her ...” (B-P2:27; 43:43).

The findings also revealed that leaders strived to solve the unethical behaviour through soft approaches, before opting for a sterner approach. The stern approaches found were sending letters or circulations, transfer and termination. As senior assistant (A3) mentioned:

She will tackle this with a soft approach, namely giving advice and at the same time reminds the individual concern about the consequences one has to face. If

this strategy does not work, then she will have to refer to the circular for further actions (A-P34:52; 58:58).

The H.M (1) from SB also shared:

Actually, I called them to the office and give them the file. If a teacher is coming late. First I asked PK 1 you go first and try to solve it. If you cannot solve the problem, I will handle. Then I see what to do may be advice, if not then scolding depending on the situation (B-P4:25; 31:31).

It was evident in the interviews that the principal from SA usually gave three likelihoods to the teachers if they were not punctual to the school but if they continued doing so, she would call them and asked for the reason or in other words, would call for explanation. A teacher (T10), for instance, stated:

The first thing is if a teacher is not punctual for more than three times in a month. She will send the reminders and asks them to give reasons. So, same with if one teacher is not punctual to enter his/her class on time she will talk to the teacher (A-P82:16; 39:39).

Moreover, the findings also indicated that principal from SA was very firm in discipline related issues. The discipline and counselling units were handling minor disciplinary issues. However, if the issues were unbearable, like fighting, she would take severe actions. She declared this in an informal discussion, “The one found guilty is terminated from the school. Then their parents appeal to district education office and if approved then the student is allowed to enter school again” (A-P1:16; 12:12). In her interview, she also recalled how she transferred a teacher, because of his stubborn nature and inability to do the assigned duties (A-P10:75; 58:60). However, one thing was strongly apparent in both leaders was that they kept everything confidentially and did not let others know.

**Analytical Summary.** The findings on important leadership behaviour orientations clearly indicate that leaders in transformed schools demonstrated a variety of different behaviours. Although their practices varied from each other, the focus was



on task-oriented, change-oriented, relation-oriented and ethical-oriented leadership behaviours collectively. In addition, few of the participants regarded their CoLB as contributing factor in school transformation, while others regarded their public relations, practical ethical principles or timely and appropriate guidance in task completion as a main contributing factor in school transformation. Thus, it can be concluded from the findings that all leadership behaviour orientations are essential for school transformation and leaders in transformed schools use multiple and adaptive leadership behaviours.

### **The Important Capitals in Selected Transformed Schools**

This section presents an analysis of the main finding for research question 2 on the types of capitals exhibited in the selected transformed schools and their development. There were five types of capitals found in both schools, intellectual capital (IC), social capital (SoC), spiritual capital (SpC), financial capitals (FC) and emotional capital (EC). Each type of capitals and their development in both case schools in discussed in the following sections.

**Intellectual Capital.** Talented, well-trained, well-informed, creative and competent teachers, leaders, administrative staff, students and parents constituted the intellectual capital of the schools. The data analysis revealed various methods or approaches, adapted by schools to develop and strengthen the IC. Such approaches are explained in themes in the following sub-sections.

***Creativity and Innovation in School Practices.*** It was manifested from the data that a culture of innovation and creativity prevailed in both selected schools where innovation and creativity were being practiced, encouraged and appreciated to develop the IC of the schools. A teacher (T8) from SA shared, "... I can use all my creativity, patience and knowledge to create an environment conducive to learning" (A-P7:83;

8:8). Similarly, a teacher (T1) from SB claimed that the teachers are very creative and they are able to voice their innovative ideas during meetings and discussions. The teachers are able to show their creative workmanship during various activities in the school (B-P6:32; 64:64).

The findings also revealed that the teachers also used innovative teaching methods in their schools. For example, one of the senior teachers from SA (T3) who was about to retire informed that she had created a teaching forum website using the Facebook and WhatsApp; students came prepared to the class with the topic being addressed. Whereas a teacher in SB was glad that her innovative teaching methodology involving outdoor activities such as games has developed an interest in students.

***A Culture of Acquiring and Sharing Professional Knowledge.*** The findings indicated the presence of a culture for acquiring and sharing professional knowledge in both case schools to develop their IC. However, SB was found to be more prone to teacher's professional development as compared to SA. Besides, the teachers, staff, parents and students of SB got more opportunities to broaden their scope as compared to SA. Collectively, there were four types of professional development programs in both case schools as internal professional development sessions, collaborative teaching among teachers, external training, book reviews. Nonetheless, the reflection sessions were more prominent in SA while SB provided various outbound professional development opportunities.

The findings revealed that every teacher had to attend a seven days compulsory training every year under a program known as LADAP (*Latihan Dalam Perkhidmatan*) with the school planning and implementing professional development activities based on the teachers' needs. The sessions for LADAP were usually

conducted on Saturdays or on school holidays in order to facilitate smooth teaching-learning process. A teacher (T1) from SA explained LADAP as:

We have a program where we have to have at least seven days training sessions every year. Some of them are set by the school and that usually take place on Saturdays. We have to come to school, listen to the talk or do some activities... But if we don't fulfil the seven days training, we need to do book reading related to our subject that we are teaching or books related to general education (A-P4:18; 41:41).

The LADAP sessions could be conducted by school members as well as by the experts in the content area or methodologies. For example, teachers (T2) from SA mentioned that when there is something new the system. Then "the principal will call trainer from outside to come and give us news or share information with us" (A-P5:16; 24:24). The SB had invited professional trainers to train the students and teachers for different sports like Chess, Karate and Tae-Kwando martial arts as well as subject specialists (B-P28:6; 11:11).

However, both schools were found to go beyond LADAP to give more opportunities to the school members for their professional growth. The teaching was not considered as the mere job of a teacher, rather it was considered as collective responsibility among teachers. Teachers were found to support each other by helping in carrying out classes and developing their capabilities and skills. During the data collection, teachers in both schools were found to teach each other, help each other in teaching and learning. For instance, one of the teachers from SB who was HoD too was found to help the different teachers in implementing the 'Six Thinking Hats Strategy' as well as using computer tablets in their classroom teaching. He reported:

Other than that [LADAP], we have informal teaching and learning. For example, I teach my teachers under my unit different teaching techniques. Other skills like six thinking hats and team building. It will help the teachers to achieve their goals (B-P1:13; 17:17).

Similarly, the SA had developed a strong professional learning community (PLC) where the teachers were encouraged to share their best practices and the knowledge and skills (A-P10:80; 69:69).

The teachers also mentioned that they sometimes pay on their own to attend the programs that they feel necessary. For example, a Chinese language teacher from SA mentioned that due to unavailability of enough resources, she usually joins the training sessions on their own in order to learn more. A teacher (T8) from SB also mentioned that he registered and attended a two-weeks training in IAB on his own (B-P14:11; 23:23). Another teacher (T3) from SB added, “In every community, where the teachers live, they will have their own programs, every week, teachers will learn something new and bring it back to the school” (B-P9:11; 21:21).

One thing that was unique in SB was that the teachers showed a desire to continue their further education. One of the teachers among interviewed teacher, has recently completed his Master from a well-reputed university, two were enrolled in master program, while many teachers during interviews and informal discussions mentioned that they are planning to join different universities to continue their bachelor's and postgraduate studies (B-P2:10; 21:21 & B-P22:6;14:14).

The findings also revealed that the SA did not have enough opportunities for outbound training for their teachers and students. Nevertheless, such opportunities were one of the vital parts of the school process in SB. The outbound training were available for students, teachers and their parents for experiential learning and enhancing interpersonal relationships. This has helped the school to build a successful trust and bond among teachers, students and sometimes among teachers and the parents. Moreover, it has also developed school members' problem-solving skills and

conflict resolution skills, as well as aroused motivation and leadership capabilities.

These findings are best supported from the excerpt from an interview below:

...we have camping. Especially for discipline and especially organized for prefects to enhance their leadership skills. This is for school and teachers. Every year we have camping. If one year of the school the next year it will be outside the school. The students listen to the presentations from the facilitators and then they have team building and problem-solving. They are given an issue and asked to solve it (B-P13:10; 19:19).

Furthermore, the leaders in both case schools were talented and well trained with multiple experiences. The principal from SA and H.M (2) from SB have worked as primary teachers, secondary teachers, supervisors in the schools and served in PPD before being appointed as the leaders in their respective schools. They were also very keen to attend countless courses and workshops on educational leadership and school management (B-P5:21; 21:22 & A-P10:93; 11:11).

The findings also indicated that in both schools, a strong productive research environment could not be found. However, the schools encouraged and promoted the use of research among the teachers and staff in order to create new knowledge and solve their daily teaching and learning issues. For example, the teachers were encouraged to carry out action research in SA. One of the teachers from SB was funded to present a research paper on how to use WhatsApp in the teaching of English in Istanbul (B-P1:2; 5:5). The SA, on the other hand, had encouraged the teachers to conduct action research studies when the principal joined the school. However, she faced some challenges, therefore it could not be made compulsory (A-P84:29; 54:54). However, the recent meeting minutes showed that the principal was trying to develop teacher's capabilities in action research for that teachers have been given training in action research (A-P37:9; 101:102).

***Up-to-date School Member.*** The findings revealed that the school members in both schools stay up-to-date with current policies, rules and technologies. The teachers knew that it would be difficult for them to deal well-informed students without being in touch with current practices and trends around. A teacher (T10) from SB highlighted that the survival of the teachers in school would be impossible without being updated (B-P7:14; 25:25). A teacher (T7) from SA mentioned in interview as:

You have to update yourself most of the time, I tell you. Because we have to follow the students actually. The students are very advanced now so we have to keep ourselves advanced. You know you have to keep yourselves updated with the current news, or current technology and all that causes for the teachers to attend some [courses or training] for which schools sends, some you can go yourself (A-P13:12; 25:25).

The school members were also found to be aware of the contemporary events, news, plans and policies. The participants were aware of the Malaysian Education Blueprint 2013 – 2025. The aspirations and the waves in the blueprint were displayed in both schools so everyone could know about them. During the observation, it was found that the school members were discussing the upcoming events at the district level, state level, national level, and inside the school. The news on the radio, social networks and official circulars were the main source of keeping the school members up-to-date.

***Integration of ICT.*** The teaching-learning process and administration were carried out through Virtual Learning Environment (VLE-Frog) in both case schools. The students were given assignments through VLE-Frog and they were updated about their assignments, results and learning resources through this platform. Moreover, in SA the teachers also used online teaching through Facebook and WhatsApp groups. The excerpt below extracted from the field notes explains the use of Facebook.

... In the staff room, I asked a teacher about her methods of teaching. She showed me her mobile and said I use this to teach a lot of things. She had created a Facebook group with students, she shares everything related to her subject and plans for coming classes. She was a chemistry teacher. She showed me her messages in a group. She had sent different pictures of chemical formulas. Different experiments, work and experiments of previous students, and lots of other interesting reading material (A-P21:7; 11:11).

The most important thing was the use of Telegram and WhatsApp as tools to communicate, appreciate, update and give emotional support among school members. In SA, the Telegram and WhatsApp groups were full functional among teachers, principal and admin staff. While, the school was planning to establish a WhatsApp group with parents. However, in SB, such groups were established and fully functional among school members as well as between each class teacher and parents.

In addition, the SB was more inclined and advanced in using 21<sup>st</sup>-century teaching and learning. A special ICT room or 21<sup>st</sup>-century classroom was allocated for the purpose of teaching and learning (more details are available on page 183). Conversely, the SA was planning to initiate the 21st-century teaching-learning and more interactive learning with online learning application. The principal suggested the teachers in the meeting, “teachers should also be encouraged to use the maps I-THINK in the teaching learning as a tool to help students to think creatively and critically” (A-P35:14; 306:306).

***Well Educated Parents and Well Informed Students.*** The well-educated parents also made one of the main IC of the SB. The majority of the parents were highly educated and held well-reputed positions in different governmental and private organisations. They knew the worth of education; therefore, they provided a different type of inputs that directly and indirectly affected the other IC of the school. This asset also has been regarded as one of the main factors in the success of schools. For instance, the senior assistant (A3) mentioned:

The parents in this school are educated so it helps a lot. Because as teachers we do our duty and then the parents do their duty at home, especially in academic and in co-curricular the parents also involve themselves that is why we can excel till now (B-P3:3; 7:7).

A teacher (T1) claimed that because of the educated and cooperative parents, it was easy to bring the school up (B-P6:4; 9:9). Another teacher considered well educated parents being very understanding that made their work easy (B-P14:3; 7:7). One of the teachers considered teaching as “just a breeze” because the students were well informed (B-P1:5; 7:7). The H.M (2) also commented that the students in school B were well prepared by their parents, the teachers only had to give motivation and keep them on right track (B-P5:10; 11:11). They were sent to different tuition and religious centres to excel in their studies. An English language teacher stated that the students because of their well-educated background are good in English as they have people in their family circle speaking English (B-P11:7; 10:10). In addition to this, one of the reasons of the students being well informed was that they had been provided various opportunities by their parents to travel to the different parts of Malaysia and as well as to different parts of the world. The teachers considered student’s exposure as a catalyst, making them able to be adaptable to changes (B-P8:3; 7:7) and making them very open to diversity (B-P21:11; 17:17). The HoD (A1) commented about this as:

They know the correct use of technology. Parents buy good books for them to read. They have travelled to the different places; they have been exposed to different cultures. Moreover, this has helped them to broaden their knowledge. So, when I teach in class I find them well-informed. They can do things on their own (B-P1:8; 9:9).

**Spiritual Capital.** The schools possessed a strong spiritual capital (SpC). The school members were well mindful of the morality, ethics, values and responsibilities. Moreover, religion and religious practices formed one of the main assets of the school.



The approaches used to develop the SpC of both schools are elucidated in themes in the following sub-sections.

***Prevalence of Ethical Values and Practices.*** The findings indicated that the ethical values and practices were at the centre of operations and functions in both schools, in order to develop and strengthen their SpC. The data revealed that respect, responsibility, loyalty, care, honesty, integrity, punctuality, companionship, patience, sympathy, building character and instilling moral values were the ethical values being practiced by the school communities (e.g., A-P:4:69; 105:105; B-P10:11; 25:25; A-P:6:36; 30:30; B-P10:27; 59:59; & A-P6:18; 14:14).

However, the participants in both schools considered responsibility as one of the main ethical values. One of the teachers from SB (T4) declared that for him the first ethical value was the responsibilities taken by teachers to do what they were supposed to do (B-P10:27; 59:59). Another teacher (T10) claimed, “We know our parts as teachers. We know our responsibilities ... as responsible teachers we have to do our tasks [that are assigned to us]” (B-P7:22; 39:39). A HoD (A1) from SA claimed, “... we do not have any ethical problem as all of us are responsible enough,” (A-P2:20; 31:31). Noticeably, the respect was an ethical value more evident in data for SA. For example, for a senior assistant (A2) considered the existence of respect among school members characterising school environment more ethical (A-P3:17; 23:23). While, role modelling for ethically good and acceptable practices was a value apparent the data for SB. The teachers shared that to instil moral values among the students, they need to be moral role models themselves by practicing ethically appropriate values and conducts (B-P10:27; 59:59). For them, to get an ethical environment, they needed to be ethical first (B-P8:24; 37:37).

Furthermore, the data analysis revealed that the teachers in both schools were expressing sympathy for the students. For example, the teacher (T3) from SA mentioned, “I tell them, don’t waste your time and pay attention. I don’t want them to re-sit [in exams again]” (A-P6:43; 32:32). One of the administrators (A2) from SA argued, “We go to the students, hear their problems and show our sympathy for them” (A-P3:20; 27:27). Alike, a teacher (T2) from SB shared his sympathetic feelings for the students. He bought lunch for the students who forgot to bring money or lunch boxes because he did not want his students to remain hungry all the day. He also attempted to instil the same giving and sharing culture among his students, “... [I] ask them to do same with another friend as well. I say to them if you have something you share with friends. So it is basically a practice...” (B-P8:28; 42:42).

Importantly, the schools also put a lot of emphasis on students moral and character development. The teachers considered the character and moral development of the students as one of their essential duties. The principal from SA emphasised on the development of values and ethics. She stressed it in her message in the annual book, “Do not forget our efforts to strengthen the value aspect, manners, national unity and the spirit of patriotism will continue to be the main focus in line with the national education philosophy” (A-P85:7; 22:22). While, in SB, in the beginning of the year, the moral guidelines were given to the student. Moreover, during the morning assembly, in both schools, students were reminded of the things they were supposed to do or not supposed to do. The teachers were given topics to share with students on moral and character building.

The teacher also strived to instil moral values in students and develop their character in the daily teaching-learning process. Like one of the teachers (T2) from SA mentioned, “I just talk and ask them [students] to talk nicely, try to teach them like

you have to respect your teachers, you have to do your homework...” (A-P5:22; 38:38). “When I teach in class, I try to instil moral values among my students at the end of the class,” added another teacher (T6) from SA (A-P41:16; 39:39). A teacher (T10) from SB in this regard discussed:

Well here as a teacher, we are not here for teaching and imparting knowledge only, but I do believe that moral and character building is very important. So, whenever I am in the class, I try to correct them when I observe that if they have done something which is not acceptable. I do correct in a gentle way. It is a part of my teaching, part of my profession, so I do that and I believe that it is very important (B-P7:7; 16:16).

***Enforcement of Ethical Behaviours and Conducts.*** It was identified from the findings that the students in the SB were more disciplined and cultured as compared to SA. Nonetheless, the participants from SB reported the existence of few minor unethical issues. Hence, the school leaders and teachers in both schools were not ready to compromise on disciplinary issues in their schools. They were determined to discourage and curb unethical practices. For student’s related issues, both schools had discipline and counselling units. Both were extremely efficient in their duties and had developed a strong coordination among each other and students’ affair department. If a student was found to be involved in any unethical issue, the discipline unit was notified. The discipline unit and counselling unit under students’ affairs unit would look into the case and handle it properly and the school leaders would only be involved as a last resort.

In major disciplinary issues like bullying or vandalisms in the case of SB and bullying, vandalism, drugs, or gangsterism in the case of SA (as SA is a secondary school with teenage students), the parents were notified and involved. The extreme punishment for a student, found in SA, was expelling the student from the school. Nevertheless, the principal explained in a meeting, “The process of expelling a student

from the school cannot be done arbitrarily, but it must be done according to the rules and procedures” (A-P36:5; 59:61). A teacher (T3) from SB shared his method of punishment as:

I can and sometimes pinch but not strongly just to make them little afraid, although pinching is wrong that sometimes you must do because students learn things. If not so they will lose their futures. Sometimes parents come then we explain those reasons and tell them about, and sometimes we call parents because if we don't do so the students make own fake stories to make teacher guilty (B-P9:16; 33:33).

Enforcing ethical conduct on the students was not only limited to the discipline and counselling unit teachers only, but also other teachers also played their rules effectively in this regard. However, their strategies and methods were different. One teacher (T1) from SA explained her method as: “I guess the best way is to tell them [students] what is their mistake and suggest them” (A-P4:35; 67:67). “As a class teacher we observe that a student is absent without letter or informing us then we send warning letter to their homes,” informed another teacher (T3) from SA (A-P6:69; 21:21). Likewise, a teacher (T1) from SB declared her method of controlling unethical behaviours as:

Until now, I have been able to manage the problems. Usually, they do not do homework. You know the children love to do physical activities but become bored of studying. I cut their physical activity. I tell if you do not do homework, I will not allow you to do physical activity so they do it (B-P6:21; 38:38)

The main unethical issue that was signposted for teachers in both schools was not being punctual to the school. To make the teachers punctual, the SB has introduced two methods of marking attendance, the punch card and manual attendance. The reason for using two methods was that the one teacher could punch the cards of others, therefore they asked for the manual attendance through signing an attendance sheet as

well. The teacher (T2) from SB shared the methods of compelling the teachers for being punctual to class and activities as:

We do have some teacher who comes late; some teachers have an issue with parents. Sometimes the principal, they talk out with the teacher and bring teacher and parents together. So, if the teacher keeps doing like coming late they change the session. If you have a problem in coming early in the morning so come afternoon session, we still need you (B-P8:52; 70:70).

The school principal in SA was considered a bit firm in terms of punctuality. This was evident in the minutes of management meetings when the principal asked the coordinator for Lovable Teachers Program “to send the names of the teachers who were often not on duty or off duty during the 2015 term directly to the chairman [principal]” (A-P35:20; 376:376). The leaders’ methods of minimising unethical behaviours in their respective schools have also been elaborated under EoLB on page 136.

***Disposition of Religious Beliefs and Practices.*** Religious activities were used in both schools to enhance their SpC. By way of illustration, the school consisted numerous activities and practices used on daily, weekly, or sometimes occasionally to give the opportunity to the students and teachers to be acquainted with religious knowledge and competencies.

The SB had the majority of the students (94.5%) from the single ethnic group and that was Muslim Malays. Conversely, a small number of the students (5.5%) from other ethnic groups belonged to Christianity, Buddhism, Hinduism and Sikhism. The SA had a population of students from different ethnic groups. The majority of the students (70%) were from Chinese backgrounds having Buddhism and Christianity as their religions, while 30% constituted Muslim Malays, Indians and other religions. The majority of the methods and procedures adopted by both schools for disposition of

religious beliefs and practices were identical. However, a difference existed in the practices of both schools due to the difference in students' ethnic backgrounds.

Every Friday, both schools conducted special prayers. It would start with prayers and recitation of "Yassin" (a part of Islamic book Quran) and ended with prayers. The Friday prayers were specially organised for Muslim students and teachers and the leaders being Muslims, attended the prayers as well. During the prayers, the Non-Muslim students would be gathered for moral lessons that could help students in the school and out of the school.

In SA, students from other religions were also given opportunities to organise programs according to their religions. "If we have a program for Muslim communities, we give a chance to other religions as well to get their own programs for the students," argued a teacher (T1) (A-P4:28; 59:59). Surprisingly, the findings revealed that parents of Muslim and non-Muslim students' in SA played an important role in participating and organising functions and programs related to their respective religions. "I have been in the PTA; there are the non-Muslim parents that handle programs for non-Muslim students. Like sometimes they have classes for Hindus, for Christens and Buddhists," she further added (A-P4:32; 63:63). In SB, when the Muslim students were having their prayers, the non-Muslim students were combined together for a special separate program appropriate for students from all religions focusing on students' moral development. The non-Muslim teachers were responsible for designing programs for them. The SB also organised religious week every year. A non-Muslim teacher (T2) informed, "We also have a religious week where we make sure every student is involved ... (B-P8:25; 40:40). In addition, in SB, daily prayers at the beginning and at the end of each session were conducted by reciting Qur'anic verses and few of the Islamic songs (B-P22:4; 12:12).

The findings also revealed that special prayers were done in both schools for the success of schools. These type of prayers were used to motivate the school members to get the vision of the school. For example, every Monday and Friday, prayers were done for the success of the school. In addition, special prayers were conducted before SPM, STPM, PT3 exams in SA and UPSR exams in SB, with teachers, students, parents and leaders at the nearest mosque for students' success in the exam and thus helping to further boost the school's name and reputation. Unlike SB, in SA, the students from other religious backgrounds also performed religious prayers for the success in examination and for the welfare of the school (A-P5:20; 36:36).

***Maintaining Cultural and Religious Harmony*** . The findings revealed that in the both schools, the diversities were accepted and respected in order to maintain a cultural and religious harmony. The differences in age, race, SES, ethnicity, organisational function and gender were almost invisible and everyone was loved and welcomed. The similarities and differences were valued that resulted in creating a positive and healthy working environment. The school members were also welcoming and open to the external people as guests and visitors. The Muslim religious rituals were being celebrated, where in the month of Ramadan; the school members had breakfast and Solat Tarawih (Extra prayers at night in the month of Ramadan) together and also Hari Ray [Eid al-Fitri] in both schools. SA was celebrating every religious and cultural ritual contentedly. These practices reinforced a sense of love respect and unity among the school members. A piece of transcription of the school yearly magazine below best explains it:

The school has students from all ethnic background; therefore, they celebrate the yearly celebrations of each ethnic group. In one picture, the principal is distributing oranges among all students in celebration of Chinese New Year. In another picture, the school is having Deepavali [Hindu celebration] and school celebrates Hari Raya [Eid al-Fitr: an Islamic celebration] as well (A-P31:8; 13:13).

The Chinese New Year was celebrated during the observation period. Before the exact date of celebration, oranges were being distributed every day in school among teachers and staff. Usually, the oranges were sponsored by the parents and surrounding community members (A-P14:14; 19:19). The school was also being decorated with red balloons, lights and dragon motived flags. Few students were found decorating the school for Chinese New Year and surprisingly a majority of them were Malays (Muslims). Thus, a cultural and religious harmony has been developed and maintained by building unity, respect and share happiness among the school members (A-P12:24; 58:58).

However, SB did not celebrate the religious rituals of the non-Muslim students like SA. When a teacher (T6) was asked about celebrating the religious ritual of non-Muslim students and teacher in SB, She replied, “No, we have majority Muslim students but we wish each other during religious celebrations” (B-P12:17; 32:33). However, the passages below are some of the examples from the interviews that best support the existence of a cultural and religious harmony in SB:

I am feeling I can fit here very well. Because although the teachers are from different races but we communicate very well. The closeness, the bond is here that is a well-maintained relationship and no problem. I can mix well with them (B-P7:4; 10:10).

Here we have very supportive colleges even we are from different religions but we are very supportive of each other ... Ok, let say our Malay friends' have a religious function so we wish them best and hug each other same as it is our celebration day. We share the photos on celebrating and posting the pictures WhatsApp and our traditional functions. Because they ask us to send the pictures and then we discuss that this is a specific traditional food. The care, the love, the support is there from colleagues all the time (B-P11:26; 40:40).



...In this school all teacher walk hand by hand, it is not a problem being a non-Muslim in this school. Beliefs among teachers are no problem here. We understand each other. For students, I do not have students asking me what religion I follow (B-P8:25; 40:40).

***Educational Courses and Programs for Moral Development.*** The SA and SB were offering many courses intended to familiarise students with religious and moral values and practices. Schools offered courses on Islamic, moral and civic education as prescribed by the MoE. However, on the yearly plan of SA, there were various activities for the moral education, like seminars, talks and dramas organised by different clubs and department. One day a group of police officers from the local district police office were invited to come and give a talk on bullying in school and its long-term effects on student's future. Under the arts and humanities department, various activities were organised on moral education while counselling unit was also active in this matter. One of the objectives of the Students Affairs unit was to offer a variety of exhibitions, campaigns and speeches to build the personality of students and teachers (A-P37:2; 32:32). Moreover, SA had a mentor-mentee program, which was mainly focused on building a trusting relationship among students and teachers and character development of the students (A-P84:27; 48:48).

**Social Capital.** Social capital (SoC) is the bond developed among school member and between school, parents and community. The findings revealed that SoC in both schools was developed by establishing strong bonds among each other as well as with other schools and communities. A culture of sharing, teamwork and cooperation could be found in the schools to help, support and empower each other. The parents' cooperation and support were considered as underwriting causes for school success. The development of the SoC for both case schools is explained in next sections.

***Strong Relationships among School Members.*** A strong bond among school members formed the main component of SoC in transformed schools. A good and strong relationship was evident among teachers, between teachers and students and between administrators and school members.

*Positive Student-Teacher Relationship.* A positive relationship between students and teachers was developed and maintained in both schools. The relationship between students and teachers in SA slightly differed from that of the SB due to the age of students. For example, SB being a primary school, the students were young therefore the teacher had motherly and fatherly affection towards them. “I like in this school is talking to students and helping them...,” (B-P1:31; 32:32). They develop a trusting relationship with them so they could easily approach them. They could be seen playing and treating them as their own children (B-P25:3; 8:8).

In SA, the teachers also showed affection and care for their students, but the relationship was friendlier considering them as colleagues and emerging adults. A teacher (T8) claimed, “We try to become friends with them, not rigid to the course completion” (A-P7:19; 20:20). The excerpt below from the field notes indicated how friendly relationship existed in SA.

Students are very friendly with teachers. Two students were talking in their own language. The English teacher asked them to speak in English. They purposely spoke in their language to tease teacher and all of them laughed. A teacher sitting nearby was also enjoying their conversation (A-P23:6; 11:11).

Additionally, the teachers were found to motivate and encourage students to participate in different academic and co-academic activities. For example, one of the teachers was found to motivate students to attend and participate in an English language program in SB (B-P17:1; 6:7). While a teacher from SA was motivating a student to participate in a vocabulary and spelling game at the district level (A-P24:9;

17:17). Moreover, they tried to understand their weakness, strengths, family problems and other academic issues and try their level best to help and facilitate them in their learning process. In the staff room and administration block, the students could be seen coming and visiting teachers freely. The students were celebrating their birthdays and they were sharing the food with teachers as well (B-P16:5; 13:13 & A-P4:56; 89:89).

*Strong Relationship between School Administrators and School Members.* The boundaries between different levels of hierarchy were almost invisible. A teacher (T2) reflected that In terms of the organisation, the leaders were very friendly, cooperative and open. They had built an effective rapport with all school members. There was not any gap that “they are the boss and you are my employee...” (B-P8:5; 9:9). The door of leaders and senior assistants’ were always open for all teachers and staff. The teachers were welcomed to come and share their problems and experiences. They also developed a chain of informal relationships with teachers out of the school. For example, the H.M (1) from SB and principal from SA usually invited the teachers and staff for lunch and dinners in their houses. The senior assistants were very friendly with the teachers and staff. During the field observation, in SB, a bulk of file boxes had arrived for the school in administration block. One of the supporting staff was carrying them to another room for arrangement, the senior assistant in charge of student’s affairs, when passing by, stopped and helped her out until everything was settled down (B-P18:3;6:6). A teacher from SA shared that when she started working in this school initially it was a bit hard for her but she got full support and help from principal and senior assistants. Even few of them stayed back with her in school until she finished her work (A-P5:4; 12:12).

The finding also showed that the decision-making in both schools was also shared based on collaboration and discussion among all stakeholders. “Before taking any decision she [principal] discusses it with all of us. I like her this behaviour very much. She will not take a decision by herself. So we have a lot of meetings,” reflected (T2) from SA (A-P5:12; 18:18). A teacher from SB stated:

... The culture here is we have someone as a leader or mentor. He can be a teacher having vast teaching experience or someone holding a post. When the decision or the problem that we have is about administration we usually have an administrator there. The administrator will just listen to the opinions of all teacher and the administrator will not make a decision by himself or herself. It will be more in a collective manner. Which is the best decision, is set, might be the decision is coming from a teacher (B-P1:10 13:13).

*Effective Relationship among Teachers.* The data analysis showed that a culture of cooperation and teamwork existed among teachers in both schools. The teachers were found to be ready to help and support their colleagues in every type of problems and situations. A few teachers even considered it as one of the best assets of the school. “When I have a problem, so I discuss with the teachers and they help me out. The main help we could get from colleagues. That is the thing because of which I like this school,” commented a teacher (T10) from SA (A-P82:9; 27:27). “In this school, all teachers walk hand by hand...We understand each other,” reflected a teacher (T2) from SB (B-P8:26; 40:40). The teachers (A1 & T8) claimed:

The spirit of this school is that we are very close to each other ... Helping one another is good. We can get things done very quickly. If I want something, I can ask the teachers to come and help me, they will come and help even they are not free ... (B-P1:20; 26:26).

... What is especial in this school is teachers, they are very friendly, cooperative and even it was my first day I was feeling to be here from last ten years. They greet you like siblings. Like family, we can enjoy and chitchat this is a special thing in this school (A-P7:92; 14:14).

Discussion, sharing, consulting and helping were common practices found among the teachers. The teachers communicated like family members. Cooperation and teamwork were some of the main properties of the school. In the staff room of SA, usually, the teachers were found to discuss and share about their subjects, students and co-academic activities. For example, the English language teachers were found to have discussions on debates, drama and poetry competitions, their expected dates and the performance and preparation of the students (A-P24:4; 9:9 & A-P15:11; 12:12). In an informal interview, a teacher from SB comparing SB with her previous school considered the interpersonal relationship in SB as a desirable quality. According to her, in SB, the teachers were supportive and helpful to each other. She liked the commitment of the teachers because when she organised a program or an activity she would always have the support from her colleagues (B-P25:9; 15:15).

The findings also indicated that teacher also helped each other in team/peer teaching and shared knowledge, new information and expertise. They worked together to improve their performances. For example, a teacher (T7) from SA mentioned, “Sometimes we have peer teaching where one teacher is teaching and another teacher is helping the teacher to make the lesson better...” (A-P12:17; 34:34). During the field observation in SB, one of the teachers who was transferred to a new school was found to discuss and help another teacher to learn the work that he was responsible for. He was found to teach him for many times (B-P28:2; 8:8; B-P28:5; 11:11 & B-P29:1; 7:7).

***School, Parents and Community Partnership.*** A strong partnership was evident among the school, parents and community in both schools. This partnership was considered as one of the main resources in the schools that boosted school success. A teacher (T7) from SA stated, “You know without parents’ support we cannot do

anything ... you know being in a government school we need support from people around us. Not only financially but morally and emotional as well” (A-P13:26; 66:66). A teacher (T9) from SB claimed, “The relationship between school and parents is very good and when we need some help like money or something else they will give to us” (B-P15:4; 9:9).

The schools had programs intended to involve parents and community. The participants highlighted two main programs. PIBG (*Persatuan Ibu Bapa dan Guru*) or Parents-Teachers Association (PTA) and *Sarana Ibu Bapa*. Both bodies are intended to maximise the involvement of parents and community. The PTA is an elected body where only selected parents represent parents of the schoolchildren. The PTA is involved in decision-making and has been given the power to advise the school principal or teachers to enhance the achievement of the school generally and students’ achievement specifically. While *Sarana* is a non-elected committee, with parents coming towards and help the school and teachers in any program. However, the main purpose of PTA and *Sarana Ibu Bapa* was to maximise students learning and progress in academic and co-academic activities with the involvement of parents and community and also to meet the material needs of the students in such activities. Getting parents’ technical skills is always one of the advantages of PTA and *Sarana Ibu Bapa* programs for SA. “In *Sarana Ibu Bapa*, we get parents help such in ideas, technical expertise and so on. For example, parents can teach weak students in several subjects, parents can coach in Hockey teams, volleyball teams and so on,” reflected a senior assistant (A2) (A-P3:11; 14:14). A teacher (T6) from SA shared a story of the parent who helped school in one of the competition as:

Previously we had this *petro dengue*, we had one parent who went to buy musical instruments, two of his sons were also involved in that group but he provided this to everybody in the group. He was very committed to taking our

students to the shopping complex and bring them back to the school. This was actually one of the competition school participated we appreciate the contribution of the parent that he went to that extent and we won (A-P41:11; 24:24).

Nevertheless. As compared to SA, the parents were found to be more committed towards school development and school activities. The school was involving them in each and every school related activity as well as in planning and decision making. This was because the parental donations were one of the school's main financial asset. The parental involvement in SB is explained in detail under best practices in SB on page 186.

***Networking with other Institutions and Organisation.*** The school cannot be successful without getting the help and support of the community. The findings disclosed that the walls of the both schools were partially open for the community members and other governmental and non-governmental organisations. In SA, usually, on Mondays, the community members were invited to come and give talks on different issues and special days.

By ways of illustration, during the field study, SA held an anti-bullying day and anti-drugs day with police officials and counsellors being invited to give talks in relation to the days. It was also evident from the last three years' annual magazines of the school, the school kept inviting different community members to come and visit the school and sometimes even as chief guests for different programs. The senior assistant (A3) discussed, "...We have a club named kelab Pencegah Jenayah and Majlis pemuafakatan/pencegahan Jenayah for involving school, parents and community (for example the police, the hospitals representatives)" (A-P34:9; 14:14).

Documents also showed that SA has also invited other schools around to visit and participate in their activities. "We invite other school members to attend to our activities such as competitions in curriculum and co-curriculum activities," said a

senior assistant (A2) (A-P3:19; 25:25). The principal mentioned that if community members have suggestions, she would definitely consider it. She mentioned that the community members wanted to have cricket pitch in the school so she allowed them to do so. She also shared, “I got coaches for my tennis, volleyball and basketball teams from community members. They help my tennis, my volleyball team, my basketball team and my uniform bodies...” (A-P10:60; 42:42).

The SB, conversely, has developed networking with other schools, both within Malaysia and internationally, to work together as partners. The SB has established a partnership with schools in Thailand and Australia. This network helps them to share their experiences, research, or in other words learn from each other. The school has even sent its teachers to go and not only learn from the partnering schools but also teach their students. The partnering school teachers have also visited this school to learn the cultural values and practices of SB. During the fieldwork, the school was planning to send a group of students and teachers to visit one of the partnering schools in Australia with the participation of few of the parents. Additionally, the SB was planning to increase the number of programs in for establishing relationships with more networking schools. The school was also considered as a benchmark for many other schools in Malaysia. Therefore, many schools in Malaysia have visited the school in order to learn from their best practices. During the field observation, teachers from a secondary school came and visited the school as a benchmark.

Both schools were open to NGOs and other organisation and institutions for developing partnership if they had a good offer for the school and its students. For example, in SA, a group of researchers from an institution was working with students to fight with obesity while an NGO was working on providing career counselling to the students. Members of private colleges and tutoring centre were also found to give



motivational and informational talks. The SB was working as a partner with Microsoft and was planning to start work with WWF (World Wild Fund) in order to get financial and technical assistance from them.

**Financial Capital.** Like any other national school, the government was the main source of funding for SA and SB. Besides, they had also adopted different approaches and strategies to secure additional funding sources independently in order to strengthen their financial capital (FC). The schools attempted to secure additional funding sources through entrepreneurial activities and donations. The different approaches or methods adapted by schools to develop and strengthen the FC are explained in the themes below:

**Public Funding.** The funds received by both schools every year were distributed efficiently among different panels (Bidang) and clubs based on their respected needs. Each unit further distributed the amount among its departments (Panitia). For example, under Arts and Humanities Unit, there are several departments; Civic, Moral Education, Religious Education and few other. The allocated amount was distributed accordingly to each department (A-10:56; 40:40). The H.M (1) in SB explained her preferences while allocating funds as:

First based on targets we manage to divide to the different sides of curricular, co-curricular, upgrading school. My first priority were toilets... Then curriculum for standard 6 then we have units for all subjects. So I ask them what they want for their programs based on targets of curricular and co-curricular so I gave them (B-P4:11; 14:14).

Although both schools received public funding from MoE. However, being an HPS and cluster school, SB received a huge amount from the MoE as incentives for their performance. The school has received an amount of RM700, 000 as recognition awarded for qualifying for HPS status and an amount of RM250, 000 after getting the

status of a cluster school. A teacher shared about the funding received after getting the status of HPS as:

Once our school is performing well and achieving according to the MoE target. The MoE is dumping money for the school. We worked hard to get the title of high-performing school once we get the title. We got a big sum of money from the MoE ... (B-P11:31; 48:48).

But the principal and teachers in SA, like the H.M (1) and the teachers in SB, received an amount from the MoE as a token of appreciation for their hard work, commitment and getting the status of New Deal (A-P10:22; 46:46). The both leaders received an amount of RM7500 while RM1080 for 5 % of the teachers (the best teachers), and RM900 for rest of the teachers and RM500 for the staff (B-P30:4; 9:9).

***Securing Additional Funding Sources.*** The data analysis also revealed that the funding received from the government were not sufficient therefore the schools were quite proactive and creative in raising their own funds through securing additional funding sources in order to fulfil schools' financial needs. The data analysis, however, showed that the school principal and PTA chairman played a vital role in generating additional funds (A-6:61; 44:44 & B-P9:12; 23:23). The following three methods were used to generate additional funds by both schools:

***Entrepreneurship.*** The funds received from the government were not enough to satisfy the needs and demands of the schools, therefore, the schools had devised various entrepreneurship strategies and programs to generate more funds. Interestingly, the SB was not as active in entrepreneurial approaches as SA. However, the data analysis revealed that the SB was having enough funds previously to run the school operations and activities. But, due to cut in the budget allocation from MoE recently, the school had planned to start few entrepreneurial approaches. A teacher (T2) claimed, "... In each unit, we are looking how to get more funds. I am in co-

curricular activities and we want to make sure our activities are done. We are thinking of few fund raising program ...” (B-P8:38; 53:53). Additionally, to generate more funds, the school had rented a canteen and a stationery shop, without photocopy and printing facilities. The library had kept a photocopy machine where the amount of photocopy could go to library (B-P25:2; 7:7). The school was also taking a small amount as informal fee from the other schoolteachers for attending training programs organised in SB. For example, the school had organised a workshop on using Microsoft word for 21st century classroom teaching during field study. They invited 50 participants from the schools around and charged a minimal fee of RM10 per participants (B-P26:4; 10:10). In addition, the school was planning to start generating money with the help of an NGO from selling recycled materials (B-P5:2; 6:6).

The entrepreneurial approaches used by SA were through renting out the school canteen and shops. Two shops were available; one was rented to some outsiders as a stationery while the second one, named as cooperative shop, was being ran by the school. The school has used a very creative strategy with the being ran by the students. The students from the afternoon session were on duty during the morning session and morning session students were given duties during the afternoon session. By this way, the school could save the salary that could be used to hire any outsider and it was a good training for the students to be prepared for their future. A portion of the profit from the cooperative was being given back to school. About this a teacher (T1) commented, “...in the shops. Actually whatever they sell a part or percentage of that contributes to school” (A-P4:23; 49:49). Besides, the SA along with renting canteen and a stationery shop also rented the physical resources of the school such as school fields. This was highlighted in an interview where the teacher (T7) mentioned, “Last week my principal was telling that an organisation is going to rent our school field

which cost about RM50 per day. That is one of the ways that we can raise money” (A-P13:15; 33:33).

The teachers from SA also mentioned that they sometimes sell books, stationery items and foods to generate money. The library in charge informed that they take a small amount as fine from the students. “The students will borrow the book and return it late, so we get fine and that’s all,” she commented (A-P7:31; 39:39). She also informed that she also requests the suppliers for a special discount that could be used to upgrade the library.

*Fundraising Programs.* The both schools were also organising different programs to generate additional funds for their schools. The students and teachers were encouraged to participate in different prize winning programs. For instance, the students and teachers in SA were encouraged by the principal to participate in Dengue Patrol program with the top award prize amounting of RM5000 (RM4000 for the runner-up and RM1000 for the second runner-up program). Similarly, both schools also participated in the 3Ks program where the schools received a monetary reward from PPD.

Moreover, the findings also showed that both schools had been organising different donation campaigns and programs. For example, the senior assistant (A3) from SA mentioned, “We are also planning to have a *Cerithon and Bacathon* [fundraising program] this year as a part of the fund raising project to build an open hall” (A-P34:12; 18:18). The SA has also organised a fund raising campaign called Jogathon to collect funds for the school. Moreover, the school has also organised exhibitions (art, paintings and showpieces) made by the special students. The amount raised was also used for the special students. In addition to this, student’s clubs in SA were also encouraged to come up with their own innovative ideas to generate funds.

During the field observation, it was found that “a students’ club has organised a car-washing program to generate money for their club. They are charging less therefore many teachers and students are bringing their cars for washing...” (A-P18:17; 17:17).

In case of SB, the teachers and H.M (1) mentioned that to build a multipurpose hall, the school with the help of PTA organised a carnival for which the Education Minister was invited to participate. The Minister and community members donated a huge amount required to build the hall (B-P4:14; 19:19 & B-P6:19; 34:34). The school also organised the *Bacathon* program to raise funds for the school (B-P34:3; 508:511).

*Fund Raising Via Donations from Parents and Community.* After the government, the parents were one of the main contributors in both schools FC. Based on the willingness of the parents, the schools charged a minimal fee (RM50 in SA and RM70 in SB) per family as an informal donation fee. The amount collected from students through the informal fee could not be used without getting upfront approval from the PTA. The amount was used for various activities and programs that directly benefited students in academic and non-academic activities. The teachers from both schools informed that they also take a small amount as an informal fee from the students to attend different programs (A-P82:8; 25:25 & B-P14:12; 25:25). In addition to this, the SA has devised other methods to get additional donations. For example, to fulfil the school needs, the school has planned to start “Paper Campaign” to collect A4 papers per family (A-P 34:11; 18:18).

The findings also revealed that the contribution from parents was not limited to the informal donation fee, sometimes they contributed more than that. The parents themselves contribute and help to find other donors too. The principal of SA informed:

The head of the PTA is a businessman, so sometimes like [RM] 1000, 2000, he himself takes from his pocket and gives it to the school. and we also manage

to get from individuals like one of my [PTA] committee members has got lots of generous friends, so she gets money like that (A-P10:53; 37:37).

The school also has tried to get more funds from the MoE and other organisations. For example, a teacher (T10) informed that sometimes they receive funds from other organisations. He said, "...like previous year, I got funds from Department of Forestry so we got some budget to use in school" (A-P82:8; 25:25). Concerning the community participation, a teacher (T5) claimed, "Sometimes when people come, they donate, so from that money we keep and use it for educational purposes" (A-P12:20; 43:43). Hence, the school also receives donations from parents and surrounding community members and other organisations around the community to run its operations effectively.

In the case of SB, the majority of the student in SB belonged to high SES; therefore, the parents could contribute more as compared to SA. The parents had contributed in up gradation of different school facilities. For example, the canteen (B-P11:18; 25:25), the library (B-P11:11; 12:12) and the classrooms (B-P8:14; 19:19). It was also indicated that the parents who are working in big companies and business organisations help to generate funds from their organisations as their corporate social responsibility (B-P11:18; 25:25). Whereas the ones who have their own businesses, would contribute financially as well. As teacher (T2) explained:

Some of them [parents] have their own business. They have their own contractors. They just come in and do it for us... free of charge. We provide them material only. They cover the labour charge. So it is a bit lesser. This year the parents are very into providing air conditions to the classrooms... One of the classrooms is sponsored extra ceiling fans (B-P8:15; 19:21).

Along with parents, the SB also attracted some other organisations from the community to come forward and donate financially to the school. These organisations provide free materials like food and other equipment. For example, the school

collaborated with Microsoft Malaysia Sdn Bhd. As a result, Microsoft has donated computer tablets to school to use (B-P2:12; 23:23). Moreover, the school is located in an area where different factories and companies are located nearby; therefore, the school was receiving lots financial inputs in terms of food and goods from them as their corporate social responsibility. A teacher in an informal discussion mentioned:

The Massimo of the Italian Bakers Sdn Bhd officials were also promoting their brand among students. They delivered a lecture on their products and distributed cakes and bans among students and teachers (B-P24:5; 11:11).

**Emotional Capital.** In both schools, the emotions were being mobilised, managed and directed. The school members created emotional bonds and provided emotional support to each other. They maintained a friendly relationship that as a result minimised the stress and frustrations and increased their efficiency. They had the ability to use their emotions effectively. They also knew how to overcome undesirable thoughts by motivating actions into positive emotions. Following methods were used to develop the EC in both schools.

**Winning the Hearts.** Good leaders do not lead people, instead, they lead hearts. The first and the most important EC found in the both schools was the use of ‘winning the hearts’ or leading hearts strategy used by the school leaders. They altered the followers’ behaviour and mind-sets by inspiring them through their emotions and as well as engaging in their emotions. Along with engaging their minds, they also appealed and won their hearts. They used emotions as tools to facilitate the process of change. The principal from SA shared her ‘secret recipe’ for school transformation and said, “In the transformation, actually ... I have to win their hearts. When I win their hearts, when I get to share my vision, they know where the school is leading to (A-P10:76; 63:63). She further explained her strategy:

My strategies, first thing, I entered this school, I have to win the teachers' heart, I have to win their heart, so they are with me, especially and I have got 11 management team. So I need to pull them to me that they are with me and they know we have got the shared vision. With all this management team because this same shared vision needs to be passed to the teachers (A-P10:36 28:28).

The H.M (1) from SB explained:

First, we must win the hearts, win teachers heart the student's hearts, win the staff around you, the guards, cleaner , canteen worker, We must win the hearts to make them happy, then no problem. If we win the heart we can go far (B-P4:29; 39:39).

We must win these hearts; we must win the teacher's heart because teachers can do everything that we want to. So there is any problem, they call me. So sometimes when I think about my pension so I am satisfied that what I could do, I did (B-P4:16; 19:19).

The critical analysis of the findings showed that leaders were demonstrating different practices to win the hearts of teachers. The principal from SA was found to be very friendly and cheerful in school. Principal's cheerfulness was a positive attribute that helped to maintain her and her school members' moods. It also helped to develop confidence among the school members to further communicate and share issues and problems with her. In the case of SB, the teachers liked and appreciated the H.Ms (1 & 2) in SB that helped them to develop positive emotions towards school and work. The H.M (1) was named as being like a friend, like a mother, as well as like a leader to help and support the teachers when in need (B-P2:23; 38:38 & B-P10:17; 38:38). H.M (2) was also considered as being more fatherly (B-P15:13; 31:31).

***Existence of Positive Emotions.*** The data analysis indicated the positive emotional factors constitute an integrative part of both schools. The teachers and staff agreed on being happy, enjoying working with colleagues and leaders, feeling good and positive in the school. The statements shared by the teachers like "I am happy; I am happy with her [principal]. I am happy with the school ..." (A-P12:32; 85:85); "I



am very happy with this, really very happy” (A-P5:36 51:51); “... achievement is easier if we enjoy work and now we are enjoying it” (B-P15:13; 31:31) showed that the school members felt happy to be in school and work with leaders and teachers in both schools.

The findings also revealed that the school member were always ready to accept challenging tasks, they were optimistic, willing to take risks, excited and ready to try new ideas and methods in their teaching and learning and school management. A library teacher (T8) from SA while discussing the change in her responsibilities from being head of the physics unit to head of library commented, “... why not divert to another field, take more challenge, therefore, I took the opportunity of being library teacher” (A-P7:11; 10:12). One of the teachers (T1) while highlighting the student teacher ratio in SA stated:

I guess some people does not really like this school because of the stress from the students. But in my point of view, it is a good thing, it is a challenge for me, but , you know, I just love the school so much, students as well(A-P4:4; 6:6).

Moreover, the data analysis showed that the teachers and staff in SB were very positive towards change. They enjoyed staying in school for late hours and working late night. However, the H.M (1) was the one who was staying in school until the late night that emotionally appealed the teachers to stay with her and work until late night with her. The teachers were ready and happy to work hard for the school. As the HoD (A1) from SB illustrated, “I am the person explaining to the people from ministry. For me, it [change] was not a burden but it was an experience. A very good experience that not many schools have, so I feel good” (B-P2:19; 34:34). They also developed a sense of belongingness and attachment with the school. “I am happy in school with my students and with my career. We can go home at 1 o’clock but I stay here because if

feel it as my second home,” reflected a teacher (T3) (B-P9:19; 39:39). Moreover, their positivity increased more after getting the status of HPS and cluster schools. The H.M (1) claimed that after getting the status of HPS, the teachers and students starting loving the school, therefore, they became more disciplined and committed (B-P4:19; 23:23). A teacher (T9) considered the period of getting the two statuses as a very happy period for all school members (B-P8:43; 55:55). “I feel very proud, we have sacrificed a lot, when we get HPS we felt satisfied,” commented another teacher (T7) (B-P13:15; 28:28).

***Managing Emotions.*** Negative emotions can result in anxiety, sadness or stress that can reduce the productivity of a teacher while happiness, enjoyment and excitement increase the work output. The findings revealed that all the teachers used different strategies to control and manage their negative emotions arising from routine life in the school. They highlighted different strategies to overcome the negative emotions. The teachers from the both schools shared that how the harshness and ruddiness of the previous leaders affected their teaching as:

The previous one used to torture us, she used to scold us in front of students as well as teachers. She said, “In the morning when you are scolded and insulted, how can you work properly all the day where you are trying to control your emotions. She added, “This principal never talks individually, whenever she talks, she will talk collectively. She is very open, positive, energetic and bold (A-P26:2; 8:8).

The first one was more on task. She was authoritative in nature. Everyone afraid of her. Once I was called early in the morning at seven o’clock. Just because I did not reply the email sent at night. I greeted her good morning, she did not reply. She was like that (a long sigh). So you could expect her to be rude. She did not think much of me. She was the type you always must please her... her way of running [the school] was not good. She did not have the soft skills. She was not that knowledgeable so she was doing her works through force. But now –a-days it does not work (B-P1:32; 34:34).

The findings revealed that all participants were strong enough to control and manage their negative emotions. The teachers mentioned that the high student-teacher

ratio, student discipline problems as not being ready to listen and study, workload, parents' unnecessary demands and personal issues were often the factors that result in negative emotions like depression, anxiety, stress, anger and frustration. However, they also indicated that they were able to control and manage such negative emotions. "My emotions and mood do not affect my work. I can manage my problems well," mentioned senior assistant (A2) from SA (A-P3:62; 29:29). A B.M language teacher (T3) mentioned that whenever he feels down, he preferred to give essays to students to write. According to him, by doing so, he might not talk a lot, which was difficult for him in a bad mood (B-P9:18; 37:37). A teacher (T1) mentioned that when she gets hyper on students, she drinks a lot of water to remain calm (B-P6:27; 54:54). The senior assistant (A3) from SA shared, "I will always make decisions when emotionally I am positive or I am in good mood. If I am not in a good mood usually I stop working and take a short break or a 15 minutes rest" (A-P34:22; 28:28). Most importantly, the SB has devised a new plan to make teachers emotionally strong. This was evident in minutes of a meeting given below:

Co-curricular activities between teachers are also encouraged to provide opportunities for [school name] teachers to take up hobbies according to their interest to relieve tired and stress in their daily tasks. Choir group for teachers is also established this year (B-P33:4; 239:239).

***Considering the Feelings and Emotions of the Students.*** The findings revealed that the school members tried to understand and appreciate students' feelings, emotional needs and concerns. They had a soft corner for the students. They tried to understand their family background and the issues and challenges they were facing to better understand their students' emotional state. The teachers mentioned that few of the students were from broken families, a few had single parents, while another few

were staying with their grandparents or siblings, therefore, they try to deal with them differently. A teacher (T8) from SB about the emotional status of students said:

Students are human beings we cannot simply scold them unless I am bad tempered that day (laughing). If I scold them, I explain to them personally not in front of all, maybe he or she be ashamed so I call them and ask what the problem was and why they were not doing this and that. Human touch is also very important you have to touch the students, it really shows that we care, at least we touch their heads. Like our previous PK curriculum, when the children used to cry he used to hug them or spank on the shoulders (B-P14:16; 34:34).

A teacher (T7) from SA reflected:

There will come a time, as we all are human beings. Especially, in terms of this discipline factor, whereby a lot of emotional breakdowns and emotional outburst takes place among students...anyhow at that time we get ourselves involved but someone who be able to help by being the intermediate to make sure things don't blow up out of proportion that is one. Secondly, having to know the fact that students come from all kinds of background. Whereby their all problem inflicted. Keeping that in mind it helps to see personally me to be subjective the whole thing that is what I do (A-P84:32; 58:58)

It was found from the data analysis that the students being very young and innocent were considered as one of the tools to make teachers emotionally stable. "Sometimes my mood is not ok in the morning so when I enter the school and I find the happy faces of children I forget everything," claimed a teacher (T2) (B-P8:30;46:46). A second teacher (T1) echoed:

Once I am with students, my mood will be ok. Because I love children, the way they behave, I love it...If I have any problem with my family or something else, when I will be with children I forget everything and become relaxed (B-P6:27; 54:54).

***Providing Emotional Support to Colleagues.*** Emotional support was very common among the school members in both schools. They were providing emotional support to colleagues by listening to their problems and giving suggestions for getting out of it. The school members also were helping fellow colleagues who were going

through tough times. The main method of providing emotional support was sharing. Teachers considered the sharing as a method of catharsis.

This method reduced their stress and helped them to be more relaxed and work efficiently. “When I have a problem or stress, I say it out loud and some of my friends will listen and discuss it and after that everything settled (laugh),” claimed a teacher (T1) from SA (A-P4:40; 75:75). “I will talk to them. We will go to café and eat together and talk out what is the problem. Sometimes we will go out,” complemented a teacher (T1) from SB (B-P6:28; 56:56).

The data analysis also showed that the schools’ WhatsApp and Telegram groups were also being used as a platform to give emotional support to fellow colleagues. A teacher (T84) considered these groups as “support group” (A-P84:33; 65:65). “We have WhatsApp group when we feel down or have some problem, then we post it on the group. Our colleagues will give the words of wisdom and support,” argued a teacher (T6) from SA (A-P41:31; 44:45). Other teachers also added:

We have a school WhatsApp and telegram for teachers to give moral and emotional support to each other. For example, the loss of a family member, the sickness of a teacher, for a new-born child, the achievement of the school team... (A-P34:20; 26:26).

... Here we have more family like environment where we care for each other... We do share our problems that we face in our homes among colleagues in WhatsApp groups, we share, sometimes we are joking around and sometimes we tease each other (B-P8:31; 48:48).

Here we have very supportive colleges even we are from different religions but we are very supportive of each other. Once I was hospitalized for a week, I had dengue fever and I was too down. When I came back, I could see how they responded. Even in the hospital, they used to message me on WhatsApp to take care etc..... so you can see the love for each other... The care, the love and the support are there from colleagues all the time (B-P11:26; 40:40).

The teachers also indicated that they get also emotional support from the leaders and administrators. They give emotional support to the teachers when they

have any family issue or school related issues. The discipline teacher (T9) from SA shared that when the parents came and argue and sometimes even scold them, they feel very bad, but due to the support of the principal and senior assistant (students' affairs), they could relax and be confident. In SB, the H.M (2) declared that he wanted to be very close to the staff and teachers in order to help and support them. He said that when he finds anyone sad, he would call him or her and enquire about his or her problem (B-P5:26; 27:27). He further added:

... So they come, I see if they are happy or not. Someday I find the guard, not as every day I ask why he is not happy. For me, if you come here you be happy and enjoy being in school. If they are not in good mood so I became worried that they have some problems there (B-P5:19; 18:18).

The teachers also mentioned that H.M (2) gave them emotional support when they were stressed and having anxiety for doing something. A teacher (T5) discussed that when she was given a new responsibility in the school, she was so scared doing that. Nevertheless, the H.M (2) motivated her by saying, "throw away your scared feeling" (B-P11:37; 58:58).

**Analytical Summary.** The cross-case comparison shows that the both transformed schools were found to be rich in five types of capitals as intellectual, social, spiritual, financial and emotional capitals. However, the strategies to develop these practices slightly varied in each case school. Thus, confirming that for successful transformation the schools need to develop all five types of capitals. In other words, the school transformation is not only dependent on its financial and intellectual capitals but other capitals also have their own value and contribution towards school change, especially emotional capital. In addition, the findings showed that all identified capitals are distinct as well as strongly depended and aligned to each other.

### **The Best Practices in Selected Transformed Schools**

The best practices identified in both transformed schools are discussed in this section in order to answer research question 3. The best practice in this study were the daily routine practical, workable and attainable activities that had certainly remarkable outcomes. The important capitals in both schools identified, specified numerous best practices in both schools. Therefore, this part deals with the most appealing and unique and workable practices that were evident in both of the schools. The main purpose for doing this is to avoid repetition and redundancy of the themes.

One of the best practices exhibited in SA, was empowering students through providing different opportunities for learning and career development. The school was also demonstrating generous behaviour towards students by celebrating their birthdays and welcoming them every day at the main entrance of the school. Best practices in SB were extensive involvement of parents in school activities and integrating Information and Communication Technology (ICT) in school management, teaching and learning. However, one of the common practices exhibited in both schools was that the teachers in both schools were showing full commitment and hard work towards their respective schools.

### **The Common Best Practices in Selected Transformed Schools.**

*Hardworking and Committed School Teachers.* The data analysis showed that the teachers from both schools were hardworking and showing strong commitment to their respective schools. The teachers were showing self-sacrificing behaviour where they were spending extra time and money for the betterment of the school and students. Firstly, the teachers spent their own money to get the targeted results that they were committed to achieving. In SA, the teachers have bought their own air conditioner, refrigerator, lockers, fans, printers and scanners to use in school to make

school hours more comfortable and productive. A teacher (T5) informed about this matter as, "...the teachers will collect some money and buy anything that we need" (A-P12:18 37:37).

A teacher (T3) mentioned, "Do you know previously we did not have air conditioning in this room and it was very hot. So we paid from our own pockets because we wanted to stay here for a long time" (A-P6:39; 30:30). A teacher (T3) from SB said, "we collect money and I myself go to the book shop to buy material for my students to make my class compatible to other classes, and other teachers also do the something because we want to be the best" (B-P9:21; 43:43). Teachers' this commitment was also acknowledged by the H.M (2) who mentioned that he listened and gave weightage to their decisions because they were well-informed and committed (B-P5:15; 15:15).

The teacher also used their own money to decorate their classes and library. For example, a teacher (T8) in charge of the library in SA added, "I bought everything to decorate the library using my own money" (A-P7:32; 39:39). Another teacher (T4) also indicated that she used her own money to make teaching learning process more effective. She said:

Frankly, the teachers have to... be a bit financially providing to the students...Moreover, at the same time, it will be good if we can have different resources on material from other books and reference like that. So in terms of financial even though I mean students themselves have class fund it is not enough. So even school on their part they have allocated around 40 RM per class, which is not enough, but still it is a big help. The rest as teachers who want students to excel now that we have this thing called higher order thinking so we have to scout around a little bit extra work on our part to see to it that students to get this kind of material before the actual exam (A-P84:16; 32:32).



The teacher (T1) from SB declared:

For now, we are targeting year six students. We want to get more students to pass this year. We are doing extra classes and we are giving more homework to the students. The year six teachers will buy the papers that have exercises and exam questions. So it is easy for them to monitor students through exercises (B-P6:10; 15:15).

In addition to spending money, they were also spending a lot of their time other than school official timings inside the school or doing extra work. During the field study, in SA, it was found that teachers usually come early. Especially, the evening session teachers used to come before 12pm, where the official timings for the evening session were 1:15pm. They were found to study, prepare their lesson plans and consult their fellow teachers and management team and principal. The morning session teachers, on the other hand, were found to go back very late and they were found to work and study. They could be found at the school until 4pm (A-P20:3; 7:7). In SB, on the other hand, the teachers with H.M (1) worked late night inside the school to finish the school tasks (B-P4:18; 21:21). A teacher (T1) commented, "...Teachers were very hardworking. They really worked hard to get our school as high-performing school..." (B-P6:33; 66:66).

Moreover, the teachers were also found to come to school during holidays and weekends. For example, during Chinese New Year holidays, one of the teachers from SA was working in the staff room on the computer. The researcher asked the reason for being in the school during holidays [the principal was interviewed during the Chinese New Year holidays in the school], she replied that usually, she comes on the days when school is off if she has any work to do (A-P16:3; 7:7). In SB, during the data collection, SB was having national-level chess competition for which the teachers and H.M (2) were working on the Saturday and Sunday. The HPS coordinator (A2) from SB shared:

The teachers put more efforts to maintain our results. So they come on weekends to have extra classes. It is one of the best practice lah. The other is chess for that we also have extra classes and training on weekends (B-P2:3; 11:11).

In SA, the meetings were conducted after or before the start of school sessions, so the time for teaching and learning might not jeopardised (A-P18:16; 16:16). Similarly, the training sessions were usually conducted on weekends or school holidays (A-P4:16; 41:41). The training sessions for the students from different clubs and sports were also being conducted after school or before school timings and on weekends (A-P24:8; 16:16 & A-P32:11; 14:14). Similarly, the teachers from the SB mentioned that they take early school classes. It was reported that the year six teachers whose students were to appear in UPSR were taking extra classes on Saturdays and Sundays and as well as morning classes. “Afterward we were having morning classes. If the school begins at 7:30, the teachers have extra classes at 7:00 am morning,” added a teacher (T1) (B-P6:6; 11:11).

### **The Unique Best Practices in SA.**

*Opportunities for Students’ Empowerment.* One of the best practices, in the SA was the provision of opportunities for the empowerment and professional development to the students. The range of opportunities was wide as students were given opportunities to develop through teamwork, leadership, entrepreneurship, moral and social skills. The main experience they gained was from being part of different clubs or sports. A teacher about the clubs and sports explained:

If you just focus on academic, it will not go anywhere. Because after school you [students] have to face many people, then you are going to be in society, you have your own needs, you have your own functions to the group and company. So, you have to have the experience to be in clubs or sports (A-P4:42; 77:77).

The students were also given chances to develop and enhance their entrepreneurial skills. For example, a member of business enterprise was in the school during data collection. She was giving free services and training to the students to develop their entrepreneurial skills and interests. She was working with students after school time to give students professional training on how to work in groups and interact with others. Practically, inside the school, the students were given opportunities for practicing such skills through different programs like selling food and other materials. The students helped the school in running school business, as students were found working in the cooperative shop. On the other side, the special need students were also given such opportunities where they were allowed to sell different items in the school. Students were also given opportunities for leadership and professional development. Just as in the cooperative shop, the students were also given duties in the library as Library Prefects. The script from the observation field notes explains the process of getting this opportunity:

...Duty! Which type of duty. They said that they were students at the evening session. In the morning session, they come and work in the library [Library Prefects]. I asked that who has given them this duty. They said that they have selected this on their own willingness. One student mentioned that they were senior students as they have been working in the library from last year, "but we (indicating to three other students) have just joined library duty this year" (A-P32:14; 16:16).

The students could be seen at the counters, arranging books, decorating the library and having a check on the students using the library. The presence and absence of the library teacher did not make any difference because they were capable enough to look after everything. The teacher in charge of the library also mentioned that when they conduct a meeting they involve the students too. Moreover, the morning assembly was organised and arranged by the students, too. For example, in a morning assembly, a group of boys was seen arranging benches and chairs for the teachers. Another group

of students was welcoming everyone that was coming for the morning assembly. A group was organising the microphones and speakers, one group was taking pictures, while three groups of students with different dressing were waiting to come on stage and perform (A-P17:3; 7:7). The students' prefects led the comparing, the prayers, Oath taking and stating vision and mission of the school. During the observation sessions, the school has organised different professional and leadership development workshops and seminars for the students as well. For example, the school has organised a seminar on leadership skills for class monitors to enhance their leadership qualities.

***Demonstrating Generous Behaviour towards Students.*** In SA, welcoming students every day at the main entrance of the school and celebrating their birthdays were the methods to show a generous behaviour towards students. These two methods are discussed in sections below:

***Welcoming Students.*** The data analysis showed that the students were being cordially and generously welcomed every day by the teachers and principal at the school main entrances. The main purpose of this cheerful welcoming was to synergies the gap between students and teachers and principal. It was also being used as mean to develop a sense of belongingness, make school a comfortable and attractive place for study and to make the student feel that they are cared, accepted and respected. The excerpts from the interview below are evidence to support these findings:

We...teachers greet the students, welcome them to school, make them feel comfortable, and make them want to study. We don't use harsh words, we talk to them nicely, we encourage them, we motivate them, to make sure that they like to come to school, they don't feel stress, and they want to learn (A-P12:22; 52:52).

We also have teachers caring program (*Guru Penyayang*) where we welcome the students to school, teachers give personal motivation to the students as soon as they enter into school (A-P34:18; 22:22). It was also used as means to instil moral and ethical values in students. As the students who were late to school could be identified. Moreover, the same habit of hospitality and generosity was also imbedded among students through role modelling. The students were also given responsibilities to welcome teachers at the entrance of school and assembly (A-P18:1; 7:7). They used to greet and slightly bow to teachers while passing the hallways. The most important thing found in the data analysis was that principal gave much importance to this act of welcoming. She mentioned in her interview that she wanted the teachers to welcome students every day at the school entrance but one of the teachers was not responsible enough to follow. Resultantly, she transferred him to another school (A-P10:75; 58:60).

*Celebrating Birthdays.* People like to get their birthdays celebrated by their family members and friends. This enhances their emotional and social well-being as they will feel important and appreciated by others. One of the unique and best practices in SA was that the birthdays of students were celebrated with family members and friends. The principal gave adequate consideration to the celebration of the birthdays of teachers and students. This behaviour helped her to develop a feeling of being important among the school members. As the teachers mentioned earlier that they were very happy because the principal was giving importance to their existence in the school by celebrating their birthdays (A-P4:54; 89:89). The teachers also mentioned that they were asked by the principal to put the birthday dates of the students in the class and celebrate. During field observation, in every class, a chart with student's birthday dates was found to be displayed. The principal also celebrated a few of the students'

birthdays randomly. A teacher (T9) about students' feelings shared, "The students also get birthday cards from the principal and they feel very happy it never happened before that a principal is sending cards to the students" (A-P8:57; 57:57).

### **The Unique Best Practices.**

**ICT Integration.** The use of Information and Communication Technology (ICT) was one of the integral parts of SB's operations. It was encouraged to be used to enhance the teaching-learning process. It was reported that the school members knew the importance of using ICT in teaching-learning process and in other school activities. They wanted to keep themselves up-to-date on recent advancements in ICT. A teacher (T10) commented, "...now everything is online so we have to keep up to be up-to-date (B-P7:10; 19:19). About the ICT integration, the HoD (A1) reflected:

The administrators, the PTA and especially the teachers not only encouraged the development of this form of ICT-based learning but were strongly involved in the teaching, coaching and developing the module for the students' learning process. They also encouraged us to not only teach but also apply the new technologies that help the students to improve (B-P1:9; 11:11).

A special ICT room in tune with the 21<sup>st</sup> century was allocated for the sole purpose of teaching and learning. The room was equipped with Microsoft Surface 3 tablets, special tables, chairs and a smart board, and was regarded as important tools to be used to teach young children. The school was part of a collaborative project with Microsoft Malaysia Sdn Bhd in the use of Office 365 in 21st-century classrooms. Microsoft Malaysia had provided the school with Surface 3 tablets to conduct Office 365 programs such as OneNote, Office Mix and Sway for teaching and learning. During the field observation, the students were found to be using the Surface 3 tablets (B-P18:7; 17:17). In addition to this, the teachers were found to be using laptops and computers to prepare their lessons. In fact, the teachers preferred to type their lesson plans on Microsoft Word rather than have them hand written. They type it and then

paste the printed pages on their record books (B-P16:7; 15:15). One of the BM subject teachers conducted the lesson in the interactive room using the multimedia tools such as the smartboard (B-P26:3; 9:9). The computers and web networks were not only used as a source to impart knowledge but also to gain knowledge from the various sources from the Internet. One of the projects currently being conducted in this school was a partnership collaboration with an Australian school. The students were assigned friends from this partnering school to share their knowledge and cultural experiences online.

The mobile technologies were also widely used in school activities. “We use Telegram and WhatsApp application when communicating information to teachers and parents ...,” shared a teacher (T2) (B-P8:51; 66:66). The school had developed a WhatsApp group for teachers and school administrators. They were using this platform for sharing knowledge, latest updates, acknowledging achievements and contribution and giving moral and emotional support to colleagues. WhatsApp groups were also created for mostly all classes between the class teacher and parents. A teacher (T8) said, “Due to advancements in technology, the class teachers created WhatsApp group with parents who use this media to post questions about school activities, homework and other school related matters which the teachers would give feedback...” (B-P14:8; 17:17).

Moreover, the most recent training for teachers and staff capacity development were also focused on the use of ICT in teaching and learning. The school was organising a Microsoft training session for teachers on how to implement the 21<sup>st</sup>-century learning in classroom teachings using Microsoft programs. They also wanted the parents to come and join the training because the parents in the school were also involved in their children studies (B-P19:7; 20:20). The teachers reflected:

Since we use Microsoft Office programs in school and mostly all the parents are also using this software at their workplace, we have good support from them. They also support the programs that we conduct with their children such as OneNote, Edmodo, Sway and Office Mix. They believe that ICT will bridge the gap of their children's knowledge and help in their education (B-P8:51; 66:66).

We conduct our own ICT training for the teachers, mostly on the use of Microsoft Applications such as OneNote, Sway and Office Mix. In next month, we are planning to have a workshop on 21<sup>st</sup>-century learning, we are inviting Microsoft officials to come and teach us how to use Microsoft in 21-century classes (B-P1:12; 16:16).

To meet the demands of teaching using 21<sup>st</sup>-century skills, the school allocated one of its classrooms into a 21<sup>st</sup>-century teaching and learning room. A smartboard with 21<sup>st</sup>-century furniture was placed to facilitate the teachers to impart the learning skills to their students. Microsoft Malaysia loaned 20 Surface 3 tablets to the school to run its BRIDGE Program and other multimedia activities. The teacher in charge of this room has had special training in the use of multimedia and Microsoft applications (B-P24:6; 12:12). He commented about his plans as "... I am starting lots of programs on 21st-century learning ..." (B-P1:31; 32:32). In this 21st century room, the teachers were frequently using multimedia and laptops to teach students (B-P29:3; 8:8). Usually, the teaching method was team-teaching involving two or more teachers (B-P31:4; 11:11).

ICT was also being integrated into school administrative and management tasks. Day to day updates, administrative information, latest courses and classroom management were constantly referred online. The filing system was also being transferred online. The students demographic, results and other related information could be obtained just by a click of the button. A teacher (T5) considered it as a big change in the management (B-P11:27; 42:42). The school achievements were also



being updated online where every club was having its own Facebook account and that was being updated very often. For example, the updates and achievements of chess competition and archery competition were uploaded on Facebook on the day of competition (B-P23:4; 14:14). The management also encouraged the teachers to update themselves with the latest ICT technology and computer-based programs. “Our H.M and admin will send us emails and we have to follow it. And also they have records that which teacher has to send it,” illuminated a teacher (T1) (B-P6:8; 13:13). The senior assistant reflected on this as:

For teachers, she is the one who introduced e-mail in school. At that time, many teachers did not like computers, as they did not know how to use them. So, she is the one who told the teachers that everybody must use computers and must know how to use e-mails. Although from the beginning, we did not like it but eventually we began to learn and like it. We senior teachers now realise that it is very important to know how to use computers. So now, everybody can use computers in this school, the younger and the senior teachers. We now are so used to e-mails that everything is done with it. (B-P3:9; 18:19).

***Extensive Parental Involvement and Support.*** One of the best practices, recognised in SB, was the extensive involvement of the parents in all school activities. The school was found to welcome the parents, their suggestions and their contribution in the school matters. The next section explains the parental involvement, commitment and support for the school.

***Demonstrating Sense of Responsibility.*** The parents were demonstrating a sense of responsibility towards school and the education of their children. They were capable enough to contribute not only financially but also morally and technically. The PTA, chairman and members were not seen once in blue moon like most of the schools, but they were seen in the school quite regularly. In one month’s time, they were found to be in school for more than five times. They were having meetings regarding sports week, Microsoft program activities, WWF recycling program and study visit to

Australia. A member of PTA committee member during a meeting with Microsoft officials mentioned that in order to transform a school, it is essential to involve parents in all school related activities (B-P19:9; 21:21). The findings are further validated by the interview passage below:

We have Teachers and Parents association, with the association we usually once a year have meeting with parents. Even after the meeting, we have a parents-teachers discussion you know the parents will come and the teacher will explain to them what the subjects that the children are going to sit in the exam. What are the programs that we are doing for the students? In this program what we are aiming for and all that (B-P11-12; 21:22).

It was also mentioned that few parents travelled on their own to take part and accompany the students participating in different national and international competitions to give them and school moral and emotional support. For instance, the schools took part in competitions in Turkey and Poland two of the parents followed their kids on their own expenses (B-P8:13; 19:19). Some of the parents were also planning to join the educational trip to Australia with their kids on their own expenses (B-P24:4; 10:10).

The parents were ready to help teachers in all kind of school activities. They took part in decorating school for specific functions (B-P6:32; 64:64). They were ready to help teachers in decorating classrooms. The parents were also involved in cleaning campaign where parents and the school teachers worked as a team to clean the school (B-P11:17; 23:23). As teachers asserted:

Do you know, if we want to decorate our class the parents come forward and help us? The only thing we need to ask them...they will come and help the teacher to decorate the room... (B-P6:17; 30:30).

They [parents] help you out just you have to tell them. Last two years they came together with teachers and cleaned the school. This year also parents came and decorated the class. They discussed in group and finalised a date with teachers and all came (B-P13:12; 21:21).

Not only this, the parents contributed with the teachers in charge of programs and functions as colleagues. For instance, the parents helped in makeup and speech writing in story telling the program (B-P6:18; 32:32). They were also ready to get the costumes for the students participating in dance competitions. A teacher (T2) shared his feeling about parent commitment as:

In terms of parents, they basically want themselves be involved in their children education. They are here most of the time. The parents' teacher association is very strong. The cooperation is good they understand what we need. So we are able to put in some request on what we need for their children. Like extra classes, extra notes, we need to photocopy so extra money. So they are able to help us out. They understand that nothing is free and the thing that you need to do need extra amount (B-P8:6; 10:10).

*Supporting School Financially.* The finding also revealed that the parents supported school and teachers financially to carry out school activities. They were ready to help the teachers in everything that they found to be best and contributing in their child education and health. The H.M (2) considered parents' moral and financial support as the most contributing factor in the school success (B-P5:5; 11:11). A teacher (T9) claimed, "The relationship between school and parents is very good and when we need some help like money or something else they will give to school" (B-P15:4; 9:9). The parents were committed to donating for school in order to develop and improve school and school members. During the sports practice and competitions, the parents donated food and drinks to the students and teachers (B-P9:4; 9:9). They also donated for school renovation and decoration (B-P11:18; 25:25). Most importantly, they donated educational materials like books and other learning materials (B-P8:6; 10:10). The excerpt from an interview below corroborates the above findings:

The parents have their business and they have these social responsibilities as they are at corporate sections, we write to them, they give us things like computers. For library what we recently did is, we wrote to the parents are a community to give us their old or pre-used books. So they sponsored few books

and magazines for the school. Some parents sponsored that benches in canteen, speaker system, so sometimes we just ask for it, they can give it. Usually, we use the donation money from PTA to arrange programs or drinks and food. But, once what we did three years back we wrote to the Gardenia Company so what they did, they donated us breads and drinks, so this is how we get sponsors. Sometimes we ask for sponsorship of cups and medals for sports day so the supplier of the sports staff actually do that (B-P8:20; 31:31).

*Establishing an Effective Communication between Parents and Teachers.*

The school provided various formal and informal opportunities to establish an effective communication between the parents and teachers and leaders. The parents were remained close to the school and school remained open towards them. The parents were informed about everything going on in the school, the changes in curriculum and instruction, as well as school operational hours. Especially, the parents in PTA committee who were invited to participate in each school activity (B-P10:8; 18:18). A teacher while comparing the SB with her previous school stated that because of full commitment of the parents, in SB it was very easy to communicate to the parents and get their support (B-P25:11; 16:16).

The school also gave the opportunity to the parents to meet the teachers at a mutually convenient time to discuss the relevant issues and concerns. The teachers reported that they organise discussion with the parents to discuss the progress and the challenges in their child education. They mentioned that if they have any issue, they try to solve it on their own rather than involving management team (B-P8:8; 15:15). “We prefer face to face interactions so when we have parents and they have an issue, so we sit and talk it and we work out for it,” reflected a teacher (T2) (B-P8:21; 33:33).

A teacher (T5) about the way of communication with the parents and its effects shared:

We have a discussion with the parents to show them and tell them what the problems with their child are. Some of the parents take it in a positive way and they work towards that. They change the child and perception of the child. When we have a problem with students like we feel they are being bullies, we talked to the parents they took it in a positive way they didn't make it a big

issue so they discussed and explained to the child and now the child is a very good student in school. This is all we do (B-P11:16; 21:22).

The school not only encouraged for a face-to-face communication but also established communication through phone, email and Facebook. The school also conveys important messages and notices via its official website. However, the WhatsApp, as a free communication application and a feasible platform was the most commonly used communicational tool in SB (B-P13:9; 17:17).

*Fulfilling the Expectations of the Parents.* As mentioned above, the parents in SB were fully committed towards school. As a result, they had high expectations from the school and teachers. However, the school considered their expectations as of great importance and tried their best to fulfil their expectations. The H.M (2) considers the students as the first customers of the school and parents as second. He also mentioned that he conveyed the same message to the teachers as well and ensured that they fulfil the expectations of the parents (B-P5:25; 27:27). Both H.M (1 & 2) highlighted about their higher expectations as:

You know the parents have a high salary. They want this school to be like a private school so the expectation is very high so the teacher must be ready to give the best to fulfil their expectations (B-P4:7; 12:12).

They [teachers] know that they have to meet the school and parents' expectations. I just maintain and give them motivation. The parents here have very high expectations so therefore the school has many meetings. We are much pressurised but we are positive too ... (B-P5:8; 11:11).

The teachers were fully aware of the expectations of the parents. The teacher (T5) mentioned that in SB, the survival of lazy and slacker teachers was very difficult because of the high-expectations of highly educated parents, "We have to be fast we have to run to compare with other schools," she added (B-P11:29; 44:44). The (T1) further confirmed the parent's anticipations:

Now the parents are more particular for their children education because now we are high performing school and we have to maintain it. They want their kids to be up and most of the parents are keen to send their kids here because it is high performing school now (B-P6:31; 62:62).

**Analytical Summary.** There were various practices in both schools that could be regarded as best practices. Few of these practices emerged from the data have already been discussed in previous literature while few of them were unique. For example, effective leadership, a cleared and shared focused, high level of collaborations and cooperation, effective monitoring, emphasis on professional development, and high parental and community involvement (Lewis & Demie, 2015; Muhammad Faizal et al., 2011; Shannon & Bylsma, 2007). However, the findings include the unique practices identified in both cases. Although the data for all the common themes for best practices were available in both the schools, however, in one school these were more visible and dominating than the other. For example, ICT integration was evident in both the cases, however, more extensive in SB. Nevertheless, welcoming students at the entrance of the school gate and celebrating birthdays were almost not present in SB, and these were unique practices in SA.

### **The Aspects of Transformation in Selected Transformed Schools**

This section answers research question four. It gives an extensive explanation of the aspects in which schools have experienced change and how a change in different aspects have contributed holistically to the transformation process. The cross-case analysis indicated that the both cases have experienced a change in almost similar aspects. However, few were more apparent and extensive in one case school while others were more noticeable in the second one. Five themes were found to be consistent between the two cases. These themes were: 1) better school status by MoE, 2) better school performance in academics and co-academics, 3) improved school building and environment, 4) increase in parental involvement, 5) and change in school

culture. While the both schools were having their own unique aspects as well. Improvement in students discipline was a unique aspect in SA, while more opportunities for exposure and professional growth and improved school reputation and prestige were unique aspects in SB.

**Better School Status by MoE.** The data analysis showed that the first aspect in which both schools have experienced change respectively was change in school status by MoE. The SA received New Deal in 2013 and a five star Smart Schools Award in 2016 from MoE. In Malaysia, schools are awarded the New Deal award based on the school's performance in various areas such as leadership, teaching-learning process, students' result in national exams. "In my first year of service, our school succeeded to get New Deal, this was really a success and motivation for me, after that I realised yes I can do something," the principal from SA shared her feelings in an informal interview (A-P01:19; 11:11).

In the same way, SB received the status of High- Performing School (HPS) Award and Cluster School Award from MoE in 2013 consecutively. According to H.M (2), in Malaysia, the number of HPS Schools are highly in demand by MoE but only a few schools have received that status (B-P5:9; 11:11). A teacher (T8) declared it as a very big accomplishment to transform an ordinary school into an HPS with such a big number of students population (B-P14:2; 7:7). A teacher (T4) shared the hard work and commitment of the school members to achieve the status of HPS and cluster school as:

... That year was very different, we did a lot of paper work and the attitude of the teachers was very different. Because we wanted HPS, Alhamdulillah, We got it, the same year we were cluster school and HPS. [It is] the first school in Malaysia that got these titles in one year... (B-P10:16; 35:36).

**Improved Students' Performance.** The both school have improved in the performance of the students in academic and co-academics. The students' results in the national exams have shown improvement and the schools have participated and won many titles in different competitions. Noticeably, the students' achievement in SB was comparatively higher than SA where the SB has scored an average score of 88.95% in 2011, 89.48% in 2012, 89.51% in 2013, 89.96% in 2014, and 90.93% in 2015 in UPSR examination (B-P40:1; 69:398). However, the improvement in students' achievements was quite drastic and dramatic in SA that remained a challenge for many years. The SA has improved intensively both in SPM and PT3 results (A-P35:4; 229:229).

In addition to this, one of the best achievement of the SB was that the teachers of LINUS (Literacy and Numeracy Screening for the English language) for year 1, 2 and 3 have successfully exceeded the minimum requirement of the KPI. That has made the school among 19 schools that were not listed as a school that needed to go through a special screening for students in year 4 (B-P34:3; 508:511). A teacher (T3) from SB about school performance said, "... Before this, the students in our school did not get many As in UPSR" (B-P9:22; 43:43).

Moreover, both of the schools have experienced a change in co-curricular activities. Chess program and science were the ethos or niche areas of the SB and to maintain their status as cluster school, the school had to show tremendous performance in both. The H.M (2) was adamant on maintaining and improving the performance in both. The passage below from the minutes of meeting show this act:

The ethos of the school are science and chess. Thus competition in science and chess should be intensified and more victories at the national and international level are needed to contribute to the KPI 10% marks. The organisation of Second [name of the school] Chess Championship is hoped to raise a victory in the ethos of chess (B-P37:7; 246:246).



The school has also participated and won many national and international competitions, in its niche areas as well as in other competitions. The school has won distinctive positions in archery, badminton, traditional music, traditional dance and many other competitions and activities participated (B-P38:5; 28:28). Furthermore, the school has represented Malaysia in international dance competitions and chess competitions. The school dance team has been to Thailand, Poland and Turkey to participate in dance competitions (B-P13:22; 46:46). The school has a plan to participate in international chess competition in Thailand that was going to be held in June 2016 (B-P19:10; 22:22). One of the walls in the school was full of different certificates that the school had achieved from previous five years in different academic and co-academic competitions. The trophies and shields could be seen displayed at different areas around the school campus. Nevertheless, the students from SA with low SES and less funding and donations had fewer opportunities to participate in international competitions. However, the SA has won different competitions in dengue petrol, nursing care or ambulance, debate and poetry completions, golf and others (A-P41:11; 24:24 & A-P17:9; 10:10). A teacher (T4) from SA claimed:

I would say they have done very well in terms of academic achievements. In the past two years, they have gone a long way especially in terms of co-curriculum. They have gone to quarterfinals and even become champions in various sports activities (A-P84:35; 71:71).

**Change in Different Characteristics of School Culture.** The change in the school was not only limited to the students' academic and co-academic, but the schools have successfully transformed their culture as well. The schools have become more systematic in documentations and management process. The use of ICT has increased among students and teachers. A culture of teamwork and collaboration is created and

maintained. The elaboration of the transformation in schools culture is presented in the following sub-sections.

***File and Document Management.*** The SA received the New Deal award and SB received the HPS award in 2013. One of the requirements for getting these awards is collecting and managing proper evidence or documentation. Thus, to get these awards and maintain the success, the schools had developed and maintained a proper and systematic way of documentation and filing. One of the teachers from SA claimed, “The major changes are having these files... in terms of management, the school has changed a lot” (A-P41:20; 50:50). Another teacher indicated, “... Now you can see we have put our files here ... Before two years our system was very messy” (A-P5:55; 51:51). A teacher from SB while comparing her previous school declared that the management system of SB is much better and systematic than her previous school (B-P6:9; 13:13). Nonetheless, the change in this aspect, was more extensive in SA, as it was echoed at a greater frequency in the interviews and also minutes of meetings as compared to SB.

***Use of ICT.*** A strong culture of using ICT was found to be established and maintained in both case schools. For example, the SA recently, on February 25, 2016, achieved 5-Star rating schools based on Smart School Qualification Standards (SSQS) by the Educational Technology Excellence Award Ceremony. Laptops, tablets, printers and multimedia could be seen being used at the maximum level for instructional practices. The SA gives a strong emphasis to the usage of the ICT. As the principal indicated:

Like last year, my second year, what I did, the for the computer lab, I told my teachers, please utilise it 100 percent. So I pushed the coordinator, the computer lab coordinator. I said to her why don't we do this and do that and I think she also agreed with me, except that maybe before this nobody really

bothered...So now it becomes like a routine, teachers will really maximise the use of computer lab (A-P10:30; 19:19).

The SB was also evolving from nothing to a hub of ICT and 21<sup>st</sup>-century learning. Like SA, the teaching, learning and management were more online and computer compared to previous three to five years. This theme is further explained on under intellectual capital and school best practices (see page 143 and 183 ).

***Mind-sets and Behaviours.*** Schools transformation also depends on the change in the mind-sets and behaviours of the school members. The both case schools have gone a long way to alter the mind-sets, beliefs and practices of their school members. The principal of SA had the vision to change the attitude and behaviour of the school members. She strongly emphasised on teamwork and collaboration.

When she was questioned on her main agenda or target to change as a leader, she mentioned that it was to develop a culture of teamwork and support. She also added that she tried to make teachers realise that they could not work alone and they need their team members to succeed. She elucidated about this change as:

I think it is [transformation of] the attitude, the attitude of the teachers, they are more open. They are more open, maybe previously they were introvert now they are extrovert. They know that they can actually go far. I hope that I managed to change, a little bit of the attitude. If last time they thought, not many students liked this school, they do not feel proud but I feel that this the recognition we got and we won quite a number of competitions in terms of co-curriculum... I feel that their attitude has changed, changed in the sense that they are more open and they dare to take the challenges (A-P10:68; 52:52).

The teachers could also realise that the principal is trying to change their mind-sets. For instance, the HoD (A1) from SA claimed, “She [principal] is trying to change our way of thinking in the school and she wants us to change our mind-sets” (A-P2:44; 49:49). The senior assistant (A3) added, “She encourages us to have positive thinking especially in goal setting” (A-P34:31; 36:36). Similarly, a teacher (T8) shared, “Before HPS, when we used to ask the teachers to be master of ceremony, they would have

pushed the activity, they were afraid of stage that we gave encouragement and they did it” (B-P14:20; 42:42). He further added:

The teachers became more proactive because beside our daily routine of teaching we also have to attend teachers from other school to come and visit our school as a benchmark. The H.M (2) has divided the teachers into groups to attend the teachers from other schools. If they come in morning, the evening teachers have to attend them and if they came in afternoon session then the morning teachers will entertain them. Now everyone gets this experience (B-P14:19; 40:40).

**Parents Support.** Involving parents in school activities has remained a challenge for the SA from the first day. However, the school has been trying its best to attract parents towards school activities. As a result, the involvement of the parents has increased a lot. One of the teachers explained this as:

To be honest, it [involvement of the parents] is getting better, compared to it was five years ago. During that time, there was not much communication between parents and teachers. Recently, I can see the parents are being involved in students’ activities, especially in co-curricular activities. It is a good thing (A-P4:14; 36:36).

For SB, it can be corroborated by the findings that although the parents of the students were well-educated and well-off, their coordination and collaboration from last five years has increased at its highest. In fact, a culture of strong coordination existed among all school members. The teachers (T1 & T3) informed:

When first time I came at this school in 2011, it has not transformed but afterwards due to the hard work of H.M, parents and teachers altogether and also the students through their parents, they are very keen to hard work and that is a point for the high-performance (B-P6:5; 9:9).

... But after few years, I can see the parents, the teacher and the PTA do lots of things. It is not about the money we all give our best to our school. Sometimes we come on Saturday and Sunday for an extra class and we do motivational camps ... (B-P9:22; 43:43).

**Improvement in Students' Discipline:** A Unique Theme for SA. As mentioned earlier, the main challenge that SA was facing previously was students' disciplinary issues. Therefore, the focus of all the school members, including principal, teachers and top management staff were minimising the problems related to discipline in the school. The findings revealed that the school has successfully reduced their disciplinary problems related to its students to a minimal level from compared to the last five years. One of the discipline teachers (T9) reflected on this change as:

... Previously there were many cases, like fighting case, vandalism to the teacher property like scratching teachers' car and puncher the tyres throwing rubbish and some time they do something to the teachers ... So right now, there is not any case of vandalism to the teacher property and there are few cases of students fighting but very less already (A-P8:61; 29:29).

The teachers (T5) claimed, "I see the discipline getting better, much much better. Last time students were very rough. Nowadays it is better, better, much better" (A-P12:30; 79:79). While teacher (T8) recalled, "many years ago when I came, the school had a lot of discipline problems, the students did not stay in class during teaching and learning. Now you can see no student can leave class without permission" (A-P7:25; 30:30).

The teacher (T10) considered discipline as the most important factor affecting students' academic success. For him, the change in school discipline has helped the school to improve students' academic achievements (A-P82:10; 29:29). The data illustrated that there were no more cases of vandalism to the teacher property, disobeying teachers and gengsterisme. It was also found that the school did still had some minor disciplinary problems like bullying, unwilling to participate in class, and being late to the school or class. However, these problems were not severe and school members were committed to reducing them as much as possible. Moreover, the majority of the teachers agreed that the principal has been the main catalyst in

improving school discipline. One teacher (T9) said, “This principal brought a lot of changes [regarding discipline] and now already very fewer problems in school” (A-P8:53; 57:57).

### **Unique Themes for SB.**

*More Opportunities for Exposure and Professional Growth.* The school experienced a rise in getting more opportunities for exposure and professional growth for teachers, parents, and students. The school received numerous invitations to be involved in different programs that helped the teachers to broaden their knowledge and improve their curriculum (B-P1:7; 7:7). They got more opportunities to interact with different people and organisation that has helped them to increase their confidence and self-esteem.

In addition to this, the students and teachers in SB were also receiving several opportunities for local and international exposures. According to participants, international visits help the students to be more open to cultural diversity and learn from the students from other countries. Such exposures were not limited to the students; teachers were also getting such opportunities. For example, the school has sent one of the teachers to Australia to learn the best practices of their partner school in Australia. The same teacher has also been sent to Turkey to present a paper on the use of WhatsApp in the teaching of English. He has also sent to Dubai by MoE in order to learn about 21st-century classrooms. He considered these experiences as contributing factors in his professional life. Moreover, a group of teachers, along with students and few of their parents were planning to go to Australia on an educational trip. Moreover, the professional practices of the teachers have also improved. The excerpt below testifies these findings:

The working culture was not that active like now it is. Now each teacher has his/her own job scope, they have to maintain, and they have targets to do something. Before being high performing school, they did not have targets (B-P2:14; 27:27).

***Improved School Reputation and Prestige.*** The findings revealed that the school has gained a lot of publicity in the Malaysia because of its academic excellence, good working environment and up to date school infrastructures and facilities. Especially, after achieving two highly acknowledges as SBT and Cluster, within a short period of time, the school grabbed the attention of MoE, media, community members and other schools in the vicinity. Resultantly, it further boosted the reputation and prestige of the school. It has become the first preference of the parents in the vicinity. A teacher (T1) discussed enrolment demands from the parents as:

Now the parents are more particular for their children education because now we are HPS and we have to maintain it. They want their kids to be up and most of the parents are keen to send their kids here because it is HPS now (B-P6:31; 62:62).

Various schools throughout Malaysia have visited the school to learn and adapt their practices. During the field study, a secondary school came and visited the school as a benchmark. The researcher remained all the day with the group. The school members were impressed by the school infrastructure, facilities and decoration, students' performance, teachers' commitment and hard work and PTA support and cooperation. The participants (A3 & T5) illustrated:

... we got the SBT title so many school visited our school, we had extra work and we must always make sure that our school is in a good condition and also our academic results so that we can always be proud of. Everybody wants to see that actually... (B-P3:13; 23:23).

You know our school is like a sample school. usually the other schools from rural areas make educational trip and come here and notice how we are conducting things and also have special rooms here like library, for English we have English self-access room (B-P11:8; 11:11).

Due to the performance of the school, the MoE has selected the school to collaborate with Microsoft Malaysia to implement 21st century classroom program. “... Our school was chosen by our Ministry to work with Microsoft and only five schools were chosen,” shared a HoD (A1) (B-P2:12; 23:23). Moreover, the school has also attracted different organisations to collaborate with the school. For example, the SBT coordinator declared, “Anything they [organisers of different programs] will come here. Any program around they want [name of the school]. We are very famous (B-P1:29; 31:31). The teacher (T1 & A3) also commented:

If we compare with in four to five years, we all are well known. The teachers in surrounding know that we are from a high-performing school, therefore; everywhere we go they are expecting something high from us. They say, you are from this school so there might be any change in you. So that was a big change in previous five years. I came here in the beginning it was not a high-performing school but as it became HPS, the TV channels came to our school. Moreover, the teachers of this school have high reputation around. (B-P6:29; 58:58).

Then in her time, our school won many competitions... Therefore, from that year, our school had good reputation then other all schools had very good perception for our school. If the teachers they went for any course or for workshop when they talk about [name of school], they had high perception (B-P3:11; 20:20).

**Analytical Summary.** The findings illuminate that the transformation in both case schools was multifaceted and complex. It is clear that the transformation was a combination and sum of change in different aspects of schools. The main aspects in which both case schools experienced change were the performance and status of school and as well as in the culture and parents involvement. However, some aspects were change from case to case, depending on their unique features and needs.



## **Summary of the Chapter**

This chapter was divided into six parts. First part gave an introduction of the chapter and the second part introduced the settings of the cases. The rest of the parts were divided into four sections where in each section provided the cross-case comparison of the findings based on research questions. Among them, the first part, explained the leadership behaviour orientations in both schools and the similarities and differences in both. The findings indicated the existence of four leadership behaviour orientations in both schools as change-oriented, task-oriented, relation-oriented, ethical-oriented leadership behaviour. The second section gave a detailed description of the important types of capitals in both schools and how they were developed. The findings indicated that there were five important types of capitals present in both schools namely intellectual, social, spiritual, financial and emotional capitals. The next part, elaborated the best practices in both schools. In this part, the unique and appealing best practices were explained in detail. The last part discussed the finding on the aspects in which the school has experienced change and how these have helped the schools in their transformation. This part also gave a glimpse on the process of transformation in both schools. A detailed discussion will be presented on these findings in the subsequent chapter 5.

## CHAPTER 5

### DISCUSSION, IMPLICATIONS AND CONCLUSION

#### Introduction

The main focus of this study was to explore leadership behaviours, best practices and capitals in selected transformed schools in Selangor State of Malaysia. As a matter of recalling, the purpose of this study was to explore how two selected transformed schools were transformed, what were the factors that contributed the most in their transformation, what were the end products of this process and what were the necessary steps and resources to reach at that end? The findings of this multiple-case study gave some important insights to understand the process of school transformation holistically. Moreover, it also explained the factors that contribute in school transformation. In particular, it gave sought answers of the research questions such as following: 1) What are the most important orientations of leadership behaviours in selected transformed schools in Selangor? 2) What are the important capitals and how these are developed in selected transformed schools? 3) What are the best practices exhibited by leaders, teachers, pupils and community in the selected transformed schools in Selangor? 4) How does change in different aspects of schools contribute to their overall transformation? 5) What is the most suitable and holistic theoretical model on school transformation including input, resources and outputs?

In preceding chapters of multiple-case study, cross-case analysis provided an in-depth description on aspects of school transformation, leadership behaviour orientations, important types of capitals and best practices in the transformed schools. It also gave an overview on the similarities and differences on aspects of school transformation, leadership behaviour orientations, important types of capitals and best practices in both case schools. This chapter presents a summary of main findings,

discussion on findings, implications of findings, recommendations for further research, and conclusion of the study.

### **Summary of the Main Findings**

The main aim of this study was to explore the factors that contribute to school transformation. There were many findings regarding leadership behaviours and best practices from the multiple-case study in two selected transformed schools. In relation to answering research question 1, leadership behaviour orientations were found to be as the input factors to work as instruments to initiate and accelerate the process of transformation. In both the cases, the four leadership orientations as change-oriented leadership behaviour (CoLB), relation-oriented leadership behaviour (RoLB), task-oriented leadership behaviour (ToLB) and ethical-oriented leadership behaviours (EoLB) were found as catalysts for transformation. The leaders in both case schools focused on bringing positive changes in their schools. They had a strong desire and determination to bring change and put all necessary efforts to guarantee school transformation. They transformed their schools from a non-excellent situation to an excellent performing school in all aspects. They inculcated and appreciated innovation and creativity among teachers and students in their school operations and tried to remain updated about the current policies, programs and practices. In the turmoil conditions, they had courage to take risk and make immediate decisions.

The school leader also maintained high standards for school and school members' performance. For that reason, they exercised ToLB by providing proper directions and required resources, giving clear and easy-to-follow tasks and timeframes, and continuously evaluating and monitoring the school operations. However, at the same time, the two school leaders considered the development of strong interpersonal relationships with the school members by involving them in

planning, problem solving and decision-making. They empowered, developed, motivated, recognised and supported their school members, and in return, the members developed confidence, affection and rapport with the leaders. They also showed friendly, caring, respecting, honest and fair attitude towards their school members and created a culture of prompting ethical conducts through rewards and appreciation and preventing unethical conducts through chastisements.

In relation to answering research question 2, the findings indicated that there were different resources or capitals present in both selected schools. Thus, confirming that for the process of school transformation different capitals are required. The competent, innovative, trained and experienced school members constituted the intellectual capital of the school. To develop the intellectual capital, the schools were committed to enhance the knowledge and skills of all school members. The main method of both transformed schools to develop their intellectual capital was the providing a culture supportive to innovation and creativity. The other important method was allocating more efforts and times to teachers' professional development, as well as providing ample opportunities to students for acquiring the required knowledge and skills. Technology integration was also being used in school operations to develop the intellectual capital of the schools by enhancing the knowledge and skills of the school members and giving them opportunity to update about current practices and policies, and trends. The findings also showed that research culture was encouraged and practices in both school to develop their intellectual capital.

The acquisition and distribution of monetary resources formed the financial capital of the schools. Being national schools, the government was the main financial contributor. However, both case schools, with the help of Parent-Teachers Association (PTA) used all means to get more funds for their schools in order to facilitate the school

operations effectively. The parents were the second most financial contributors in both case schools, who through informal fee and donations helped school to fill the financial gap in the schools. As the government, funding usually could not fulfil the school needs exclusively. Usually, the non-government funds (from donations and rentals) were used in numerous ways and places, e.g. to renovate the school, provide learning resources to the students and organise different programs in the schools.

Spiritual capital SpC, on the other hand, are the values, social and religious beliefs and practices and ethical conducts in the schools. The data analysis revealed that the schools possessed strong SpC where the religion and religious practices, morality, values and ethics were the most important factor used to promote belief, values, behaviours and attitudes in the schools. In addition to this, the physical and psychological well-being of the teachers, staff and students were also given a proper place in both case schools. The main strategies to develop the SpC were promoting highly ethical practices and behaviours in the schools, minimising unethical behaviours and practices and a well-established ethical culture by practicing and promoting unity, care, love and respect.

The awareness of self and others, emotional regulation, providing emotional support and positivity were found to be used to develop and strengthen the emotional capital (EC) of both case schools. The findings indicated that the leaders in both transformed case schools knew the importance of emotions. Therefore, they used winning the heart strategy to get their work done from the staff and teachers. They ensured that they understand the needs and desires of teachers and staff, dealt them with their feelings, built an engagement with them and made them realise that change is for them and from them. The teachers, on the other hand, were aware of the students, their feelings and emotions. In both schools, it was identified that the colleagues were

the main source of providing emotional support to each other. When any of the teachers was stressed or facing a problem, s/he could approach to colleagues for help and support. The leaders also offered emotional support to the teachers who were going through a difficult time.

The strong interpersonal relationships were marking the social capital (SoC) of the schools. In both case schools, a strong bond was existed among school members. A culture of sharing, trust and collaboration existed among teachers. The teachers were supportive and helpful to each other. The leaders were very friendly and open to the teachers and parents as well. There was not any gap between teachers and leaders. Similarly, a loving and caring relationship existed between teachers and students. The teachers were having great deal of affection and empathy for the students. They were ready to help them through friendship and sharing, while an effective relationship was also developed between school, parents and community.

In relation to answering research question 3, the school also exhibited some unique best practices. For instance, the main trait of school A was to develop a socially and psychologically conducive environment in the school. Therefore, they used to provide a friendly and generous reception to the students every day at the entrance of the school. They were also celebrating the birthdays in order to show affection, love, care and importance. Another unique trait of SA was to provide opportunities to the students for their professional development and growth. For the SB, on the other hand, the main best practices were parents support and involvement and high emphasis on ICT integration. While the hardworking and committed school members was found to be a common best practice in both schools. It is worth noticing here, that the best practices and capitals complement each other where the practices and strategies in

developing different types of capitals are also the best practices in the schools, on the other hand, the practices develop different types of capitals.

The final aspect, which was evident from the findings, answering research question 4, was that both of the case schools experienced changes in different aspects that, consequently, helped the two case schools to experience a comprehensive transformation. The aspects in which the schools had experienced change were status, performance, practices, culture and physical aspects of the schools. Thus, the output or result of the process of transformation was dependent on change in different aspects of school life. The following section gives a detailed discussion on the findings summarised above.

### **Discussion of the Findings**

The survival of organisations including schools is strongly dependent on their ability to adjust and adapt new changes around by leaving current outdated state and moving to a new correctly positioned state (Ghavifekr et al., 2013; Hartong, 2012; Kotnour, 2010, 2011; Mulford, 2008; Tai et al., 2014). The Malaysian government is responsive to this need and is committed to helping its schools to transform successfully and be competitive internationally. The MoE with other stakeholders has devised different plans and policies, taken enormous initiatives, provided awareness and motivational programs and provided rewards in order to facilitate the process of change. Consequently, some schools have successfully transformed by overcoming all challenges and obstacles. Nevertheless, a smaller number of schools have successfully transformed and more are desired to transform (Ministry of Education, 2014).

In this multiple-case study, two schools that had successfully transformed were selected as sites in order to explore their leadership behaviours, best practices and capitals. These three factors have been considered to get more in-depth and extensive

understanding of school transformation. Based on research questions, this section gives a detailed discussion on the findings and is based on the following headings: 1) Leadership behaviour orientations and their contribution to school transformation; 2) development of required capitals in transformed schools; 3) contribution of leadership behaviour orientations in development of different capitals; 4) best practices in transformed schools; 5) and the aspects of school transformation.

**Leadership Behaviour Orientations and their Contribution to School Transformation.** The success of any organisation depends on how it is led. Leaders act as facilitators, accelerators and instruments in the process of school transformation. On the other hand, previous research has called for additional exploration of the factors which contribute to the successful transformation of schools. Competent and committed teachers, strong school and community partnership, leadership, availability of different resources, strong vision and commitment to change and conducive teaching-learning environment have been considered as the factors that contribute to school transformation previously. However, school leadership has been considered as the main and the most contributing factor in school transformation which directly and indirectly influences almost all school factors, including teachers commitment, community partnership, availability of different resources, achievement of school vision and teaching learning environment (Aziah & Abdul Ghani, 2012; Caldwell, 2009; Leithwood, Patten, & Jantzi, 2010; Liu, 2016; McGee, 2009; Mulford et al., 2008; Mulford & Silins, 2011).

Leaders in order to be effective and influential need to demonstrate adaptive and multiple leadership behaviours (Yukl & Mahsud, 2010). They need to know at which situation or context which type of leadership behaviour is appropriate and useful. They are required to play multiple roles as change agents, moral role models,



community developers, ICT integrator and financial managers (Aminah, 2012). They need to behave like a friend, parent, sibling, mentor, supervisor as well as a boss, depending on the needs and situations.

Generally, this study discovered that leaders in transformed schools demonstrated four types of distinct and strongly interrelated leadership behaviour orientations (Yukl et al., 2002). Firstly, in proportion to previous studies (Barrasa, 2003; Michel et al., 2010; Yukl, 2004, 2012), it was found that the leaders demonstrated CoLB, RoLB, ToLB and EoLB. However, the participants regarded leaders in both case schools as more focused on changes and tasks rather than relationships and ethics. One of the reasons that support these findings might be the pressure given on leaders to compete among other schools both nationally and internationally while fulfilling the expectations of the state (Ghavifekr et al., 2013; Mulford, 2008; Tai et al., 2014). Secondly, the focus of Malaysian government and MoE has remained on school transformation for the past few years. For that, the leaders have been empowered to fulfil the needs of 21st-century education and leadership through different capacity development programs, seminars and workshops (Aminah, 2012; Rosnarizah et al., 2009), resultantly, the leaders are aware of the importance of changes and are therefore more inclined towards change.

As for the task-oriented leadership behaviour, as mentioned by Aminah (2012) and Malaklolunthu and Shamsudin (2011), the school leaders in Malaysia are overwhelmed with administrative responsibilities and they have to maintain the high standards and expectations, therefore, the focus is relatively more on assigning tasks, clarifying roles and responsibilities and monitoring school operations. To successfully compete in any program, like New Deal or HPS, the schools are required to maintain proper documentations and records, thus the leaders are considered more task-

oriented. Notably, the ToLB such as setting timely goals and directions, monitoring teaching learning process, maintaining and communicating high expectations have been treated as important leadership behaviours facilitating school transformation as well (Hallinger, 2007; Hoy & Miskel, 2008; Leithwood, 1994; Leithwood et al., 2006). Nevertheless, the data analysed revealed that the leaders demonstrated all four types of leadership behaviour orientations in their schools.

One of the most important things found in this research, although not directly under research questions, was that the school size is not an important factor in curbing the ability of the school leaders to transform their schools. As both transformed schools were considered as large schools with a population of around 2000 plus students. These findings were in agreement with the McGee's (2009) findings, that it is not the size of schools that matters in school transformation, it is strong leadership, committed teachers and parental involvement that matters the most. On the other hand, the findings were contradictory to Liu (2016) who claimed that because of large size schools, the Chinese school principals were facing difficulty in school transformation. In the following sections, the findings on each leadership behaviour orientation are discussed in detail.

#### ***Change-oriented Leadership Behaviour and School Transformation.***

Certainly, transformation without CoLB is hard to achieve. Leaders' CoLB involve their aspiration for a change and their personal commitment to initiate, facilitate, manage and encourage these changes. The findings indicated that leaders in selected Malaysian transformed schools have a strong desire and commitment to change. They articulate a clear and achievable vision and plan systematically to achieve their vision and targets. They challenge the status quo, take risks and think out of the box.

Previous literature holds a strong support for the above-mentioned findings and their role in school transformation. According to Gil et al. (2005), leaders' CoLB significantly contributes to the performance and satisfaction of organisational members. Although Gil's et al (2005) study was conducted in the public hospitals, it also supports the findings of this research. This is because the leaders with CoLB are ambitious and proactive to inspire, motivate and innovate school members to achieve extraordinary things done to transform their schools successfully. Leaders in transformed schools not only maintain their status quo, but they also plan for the future through creativity and innovation. Leaders with such behaviours are not only creative and innovative in visualising and planning for future but also help teachers to think out of the box (Ghulam et al., 2012; Wilcox & Angelis, 2011).

Change-oriented leaders articulate a vision by setting a clear and achievable vision for school transformation. By doing so, they build a commitment to new strategies and initiatives, describe the purpose for change, establish an association between vision and values and beliefs of school members and clarify the directions for achieving the vision. Unquestionably, achievement of a vision needs proper planning. The leaders with CoLB, plan systematically to achieve their vision and targets and make school members mentally and psychologically ready for the change. These findings are consistent with previous literature, that setting a clear and achievable vision and planning properly are the essence of transformation (Boonla & Treputtharat, 2014; A. Harris et al., 2014; Murdoch, 2016).

Such leaders not only take risks but also encourage the teachers to take risks and give them chances to prove themselves. These findings are in line with the Wilcox & Angelis (2011) who claim that leaders in transformed schools encourage and support the teachers to take risks through open dialogue. These findings have also been

supported by Kotter (1995), who stated that leaders, in order to transform their organisation need to encourage their organisational members to take risks and leave the old traditional ideas and practices.

***Relation-oriented Leadership Behaviour and School Transformation.***

Leaders need to develop a strong relationship with all school members, parents and communities in order to transform their schools. Developing and maintaining strong relationships demand additional efforts and commitment from the leaders. According to Leithwood et al. (2006) the RoLB such as building a collaborative culture, establishing positive relationships with the school stakeholders, shared decision making and developing linkages with other schools and organisations are key to school transformation.

Consistent with above findings, this research shed some light on the fact that leaders in selected transformed schools were conscious about the importance of establishing strong bonds with all school stakeholders. They facilitated interpersonal relationships among school members too. These findings are supported by Chua and Ling (2014) who found that leadership in Malaysian school is more shared and relation focused. Moreover, The five RoLB —supporting, empowering, developing, recognising and consulting— proposed by Yukl and colleagues, were clearly apparent in the findings (Yukl, 2004, 2012; Yukl et al., 2002). Nonetheless, the strategies or practices carried out for each RoLB had their own contextual bearings in school settings but with strong support from the previous literature in school settings.

Firstly, successful transformation demands leaders to be active supporters. The findings indicated that leaders provide emotional and technical support to the teachers through assistance, motivation and encouragement. They show concern for the needs and the feelings of the school members and support them through guidance,

suggestions and reliefs in order to solve their work-related problems and issues. Leaders' such RoLB is an effective method to develop a good relationship with teachers and other stakeholders (Yukl, 2004; Yukl et al., 2002). Therefore, it has been declared that leaders supportive behaviour, facilitates teachers to comprehend change and enhances their innovativeness and creativity (Brezicha, Bergmark, & Mitra, 2014).

Moreover, one of the leaders' core behaviour identified was their commitment to develop and empower school members through providing encouragement and support for completing their tasks and duties and different opportunities for professional growth. The main purpose behind this behaviour was developing confidence, skills and capabilities of the school members. These findings were in agreement with previous studies that considered developing as a method for facilitating team members' career progression (Leithwood & Riehl, 2003; Yukl, 2012; Yukl et al., 2002). The 'developing people' has also been highlighted as an important RoLB by Leithwood and Jantzi (2007). Leaders in transformed schools focus on teacher training and coaching, through different capacity developmental programs in order to empower them to incorporate the change into their classrooms and school (Mulford et al., 2008; Zmuda et al., 2004).

Leaders with consulting behaviour consult school members while making a decision and give importance to their voices (Yukl et al., 2002). The leaders in transformed schools were open to welcome suggestions in planning, problem-solving and vision development. The school leaders in previous studies have been acknowledged to promote shared leadership and shared decision-making in their schools and this behaviour has helped them in the success of their schools (Crum & Sherman, 2008; Crum, Sherman, & Myran, 2009; Sanzo, Sherman, & Clayton, 2011). Along with teachers and staff, parents were also consulted. The parents were involved

in decision-making and other schools activities. In fact, the leaders were using different innovative methods to bring parents and community members near to their schools. Similar findings were revealed in previous studies as well where the involvement of the parents and community members has been considered triggering figure in school transformation (Aziah & Abdul Ghani, 2012, 2014; Barr & Saltmarsh, 2014; Crum et al., 2009).

Recognition or contingent reward is based on using praises, awards, or tangible reward like pay increase or bonus in order to appreciate team members for an effective performance and achievement in the organisation (Yukl, 2012; Yukl et al., 2002). Kotter (1995) states that leaders in transformed organisations usually celebrate small wins. In other words, to motivate the school members towards the change, the leaders acknowledge contributions; give presents, compliment and certificates for contributions and achievements. This behaviour also makes the relationship between school members and leaders very strong because they feel valued and appreciated. Thus, the leaders in selected school kept the teachers not only extrinsically motivated through monetary rewards but also tried to motivate them intrinsically through constant praises, appreciation and encouragement. As a result, a strong commitment for school and its transformation was developed (Aziah & Abdul Ghani, 2014).

***Task-oriented Leadership Behaviour and School Transformation.*** Leaders endeavour to ensure the proper and efficient use of schools' human and financial resources for the accomplishment of school vision and targets is known as ToLB (Yukl, 2012). The findings in this study designated that leaders in both transformed schools possess strong ToLB. Proper planning, defining and distributing the roles and responsibilities, assigning tasks, monitoring teaching-learning process and generating and managing funds were the main ToLB found in the data.

It was manifested from the findings that leaders gave importance to the strategic planning in their schools. Based on that, they developed short-term, workable, realistic and achievable plans. The plans clarify the expectations and roles by stating what needs to be done, how it can be done and who will do what. Hallinger (2007) claimed that good leaders usually set clear and timely goals in order to transform their schools. They embed school improvement in all type of planning and implementation. For example, school programs, budgeting, professional development and other practices and relationships (Shannon & Bylsma, 2007).

In addition to short-term planning, the findings were in favour of generating, managing and allocating school funds efficiently as ToLB. Yukl (2004) stated that for the survival of an organisation efficiency is deemed essential when there are limited funds. Moreover, for him, it is the duty of the leaders to ensure the efficient use of resources in order to aid the process of change. In line with Yukl (2004), it was discovered that to fill the gap between funds received from the government and school activities and demands, leaders tend to use the financial resources efficiently by allocating them wisely based on priorities and avoiding wastage. These findings are consistent with Caldwell and Spinks's (2008) while controverted, although to some extent, to Malaklolutunthu and Shamsudin's (2011) findings that leaders in selected Malaysian cluster schools faced difficulties in managing funds.

The assigning the tasks; communicating plans, policies and benchmark; informing teachers, parents, and staff what is expected of them; and smoothening the ways for them to achieve their targets were additional ToLB found in the current study (Yukl et al., 2002). It is evident from the literature that many schools failed to transform due to ambiguity in plans, policies and role expectations. For instance, due to inconsistencies and vagueness in vision, purpose, expectations, job description,

roles and responsibilities and rules and regulations, some schools in America and Germany failed to transform successfully (Hartong, 2012; Lehman & Berghoff, 2013). Leaders in successfully transformed schools communicate plans, policies and data with teachers, staff, parents and community as well as what is expected from them (Crum & Sherman, 2008; Crum et al., 2009; Mulford et al., 2008; Sanzo et al., 2011). Hence, along with assigning the tasks wisely, the leaders also needs to clarify the expectations and roles in order to facilitate the process of transformation in their schools. Due to leaders' this behaviour the teacher consider task easy and achievable and put their all efforts to achieve the targets or accomplish the tasks and duties.

'Monitoring the operations' (Yukl et al., 2002) in school settings, according to the findings of the study, involve gathering information about the instructional process, performance of teachers in teaching-learning and other assigned duties, analysing the data on students results in different courses through observations, reading record books (lesson plans), taking students and parents concerns through using different tools. Leaders in transformed schools spent relatively more time in monitoring instructional practices and the performance of students, teachers, or school (Demie & Lewis, 2010; Hallinger, 2005; Leithwood et al., 2006; Leithwood & Jantzi, 2000; Sammons et al., 1995). Leithwood et al. (2008) in their seven claims on successful leadership, argued on the importance of monitoring the instructional process in school restructuring by referencing Yukl's study and researcher considers it as a strong support for the role ToLB on school transformation. Leithwood is one of the well-known experts and researchers in the field of school leadership and school transformation. Recently, researchers illuminated that principal's monitoring and providing feedback has strong effects on school transformation (Liu, 2016; Urick, 2016).



Additionally, one of the ToLB found in this study was focusing on the achievement of goals and giving a deadline. According to Anderson and Anderson (2001), leaders along with monitoring the performance of the organisation, need to give parameters to the achievement of goals as transformational leaders. The purpose of doing so is to avoid delays and wastage through scheduling activities. This ToLB is also supported by previous researchers who consider that one of prime role of school leader as change facilitators is to avoid wastage of instructional time by preventing staff from distractions to their work (Hallinger & Murphy, 1987; Leithwood et al., 2006).

***Ethical-oriented Leadership Behaviour and School Transformation.*** The findings of this study showed that leaders' ethical-oriented behaviours influenced the behaviours, practices and commitment of schoolteachers. They showed their trust and affection for leaders because of their EoLB. Crum and Sherman (2008), while exploring the best practices of leaders, found that the leaders in selected transformed schools not only acknowledge the importance of trust but also develop trust in their schools. Similarly, in another study, it was found that leaders in transformed schools demonstrate openness and honesty in their schools (Sanzo et al., 2011). Hence, literature in the school context strongly supports the importance of leaders EoLB as a behaviour orientation and its influence in the progression of transformation in school (Kanokorn et al., 2013). Concurrent with the above researchers, in the current study, it was found that leaders practiced ethical values in their schools by being nice, humble, kind, open, approachable and helpful to the parents, teachers, staff and students. They developed a friendly and trusting relationship with teachers, staff, management team and other school members. They were considered as role models

for teachers and students, to talk the walk for ethical practices in the school. Preventing unethical behaviours and conducts was also an EoLB existing in both schools.

Leaders' ethical values like care, openness, honesty and fairness, develop a trusting relationship with teachers, staff and parents(Liu, 2016). As, they find leaders to be transparent, unbiased and morally fair, they develop strong confidence on them and therefore follow what the leaders plan and decide for school. For example, in both schools, the teachers mentioned that although the decision-making is shared, they have full confidence and support for their leaders if they plan or decide something for their schools. The existence of such ethical values in leader's behaviour intrinsically motivate teachers for the transformation and develop self-sacrificing behaviour in them.

For the role modelling behaviour, the leaders, by demonstrating ethical practices, help their school members to acquire ethical behaviours. For example, in both schools, punctuality was the main concern of the leaders and they were trying the utmost to overcome it. If the leaders themselves would not be punctual, how could they know if the teachers were punctual or not? Similarly, commitment and dedication towards school and tasks are the behaviours for the leader display to other school members. With assurance, if the parents find leaders committed towards school and their child education, they would love to contribute financially, morally and technically and that will ultimately help the school to be transformed.

In addition, leaders need to keep their eyes open if something unethical is not being practiced in their schools. Absenteeism, improper dressing, failing to fulfil the duties and obligations and students discipline related issues like bullying were few of the unethical behaviours mentioned by the participants. Leaders due to their EoLB tried their best to diminish the above-mentioned immoral and unethical practices as

much as possible by preventing and discouraging such practices. Leaders by preventing such behaviours, attempt to develop a morally rich school culture that is conducive to teachers' and students' professional growth and learning, for the sake of school transformation.

The current literature holds strong evidence for the findings of the study. For example, M. E. Brown et al. (2005) argued that integrity, maintaining ethical standards, treating employees justly and fairly, developing and maintaining trust, accountability and transparency, are the behaviours in the EoLB. The EoLB have been identified as a contributing factor in different aspects of organisations that directly and indirectly affect the process of transformation. as this behaviour orientation influences teachers performance, commitment, social exchange, team effectiveness, interrelationships, optimism for future, preventing unethical conducts (De Hoogh & Den Hartog, 2008; Joosten, Dijke, Hiel, & Cremer, 2013; Kalshoven et al., 2013; Mahsud et al., 2010; Zhu et al., 2015).

To summarise, in order to transform schools leaders need to possess four types of leadership behaviour orientations as CoLB, RoLB, ToLB and EoLB. Each orientation is different based on its aim and practices; however, they strongly support each other. Collectively, these all behaviour orientations influence school transformation process.

**The Development of Required Capitals in Transformed Schools.** Studying roles of different types of capitals collectively in school transformation is a newly emerging perspective. However, due to remarkable effects of different capitals on school transformation, a great interest is seen from the recent researchers on the topic (Chen & Pan, 2016; J. Harris et al., 2009; Ng, 2015). In accord with Caldwell and colleagues (Caldwell & Harris, 2008; Caldwell & Spinks, 2008), this study found four

capitals: intellectual, social, financial, spiritual capitals but as well an additional capital as emotional capital on the basis of the fact that emotional capital also plays a great importance in school transformation (Fullan, 1999; James et al., 2006; Kelchtermans, 2005). Nonetheless, both of the schools were government schools, therefore the strategies and practices to develop these capitals had more similarities than differences. These findings are to some extent contradictory to Chen and Pan (2016) who argued that the strategies in developing capitals in transformed schools are dissimilar based on their context. In the next sections, the findings on each capital are discussed in detail and are compared with the previous studies to develop a common understanding.

***Intellectual Capital in Selected Transformed Schools.*** Both schools gave enough consideration to the development of the IC in their schools. Consistent with J. Harris et al. (2009) and McGee (2009) findings, the leaders and teachers in the Malaysian transformed schools were found to be well trained, talented, committed and well informed. They were at the forefront of knowledge and skills and held a thirst for learning.

Malaysian education system is undergoing a massive reform. For that, the MoE is making various conscious efforts to reform overall the education system. Curiously, MoE has taken a lot of bold steps to make this reform successful. Among these bold steps, one was to enhance the IC of schools by improving the qualities of school leaders and teachers (Ministry of Education Malaysia, 2013; Rosnarizah et al., 2009). As a result, every teacher in national schools has to attend a professional development program (LADAP) for at least seven days throughout the year or write a book review alternatively. Surprisingly, the LADAP was not limited to seven days only, as the schools were providing various professional development opportunities to the teachers. These findings are broadly in line with the findings from the six counties

(Caldwell & Harris, 2008). The teachers in the selected schools showed a lust for learning and gaining further education because they were aware that successful transformation or reform required continuous learning that could enhance their professional capacities (Ng, 2015). The schools had very strong PLCs where the middle level leaders (for example, HoDs and senior assistants) were playing the roles of a leader. The leaders (principal and H.Ms) were also regarded as a source of improving the school IC by sharing new and up-to-date information and experiences. A leader in SB had more opportunities for in-service learning as it was an HPS school. However, a leader in SA was an active leader at the district level and had a vast experience too. Hence, both were contributing into IC of their respective schools. The literature also confirms that because of competent and indomitable school leaders, schools can be transformed into excellent schools (Aziah & Abdul Ghani, 2012; Demie & Lewis, 2010; Demie & McLean, 2007; Lewis & Demie, 2015; McGee, 2009).

Importantly, innovation and creativity is not something exported from the outside but are developed, encouraged and maintained in transformed schools. The teachers in these schools use adaptive teaching method and are ready to learn new things (Sammons et al., 1995). Leaders provide a favourable working environment for teachers and students to practice and enhance their innovativeness and creativity (Aziah & Abdul Ghani, 2014; Leithwood et al., 2006). In view of that, leaders, to fulfil the requirements of school IC, need to analyse the emerging realities because of the change. They must have the intellectual ability to understand, analyse, generate possibilities, solve problems and take decisions as required.

In a summary, the indicators found in almost all or a majority of the schools among 30 transformed schools in six countries (Australia, England, Finland, Wales and the US) (Caldwell & Harris, 2008) were also found in selected Malaysian

transformed schools, except the selection of the teachers. That is not under the job description of the school leaders in Malaysia. These similar findings are listed below:

6. The teachers and leaders in both schools were at the forefront of knowledge and skills required disciplines and pedagogies.
7. Both schools had developed strong collaborations with other schools and organisations. Moreover, they encouraged the teachers to adopt the best and innovative practices of other teachers in their schools as well as from the other schools. The teachers and the students in SB were also having opportunities to visit schools abroad to learn their best practices.
8. Acquiring and sharing knowledge and information was a core practice in both schools where the teachers along with LADAP were involved in informal learning through collaboration and participation.
9. The time spent on teachers' professional development was comparatively high and monitoring system was supportive and constructive. Moreover, students were also given opportunities to develop their capabilities and skills.
10. The appropriate part of funds (from the school fund and from the parents' donations) were allocated to learning and capacity development of teachers and students.
11. The best practices were acknowledged and rewarded through certificates, appreciation, commendation, monetary rewards and up gradation.

12. Outsourcing and outbound training were used to enhance the professional growth of the teachers and students and develop teamwork and collaboration among school members.
13. The teachers and leaders were informed about the current policies, practices and demands from them. They were encouraged and supported to apply their innovative ideas in school activities and teaching learning.
14. The teachers were given chance to prove themselves. Their innovative ideas were welcomed and incorporated in school activities.

Although these findings are generally compatible with previous researchers (Caldwell & Harris, 2008; J. Harris et al., 2009), there are some distinctive findings as well. Firstly, the research culture was at almost in its infancy in both selected schools. Contradictory to this, J. Harris et al. (2009), found that in the Chinese transformed schools, the practices were not only informed by the research, but the teachers were also actively involved in research projects. Secondly, the parents in SB were the chief contributors to the school IC development as they provided all possible means for their children learning and social development. Lastly, the parents were also provided training opportunities in SB because the school wanted them to be well informed on the current practices and demands of the school and develop a rapport with teachers. This finding is in line with Mara et al. (2009) who found that parents were truly empowered in CES transformed schools.

***Social Capital in Selected Transformed Schools.*** Most current literature has regarded SoC as one of the main causes of school transformation (Aziah & Abdul Ghani, 2012; Leithwood et al., 2006; McGee, 2009; Shannon & Bylsma, 2007; Wilcox & Angelis, 2011; Zmuda et al., 2004). In support of the current literature, the findings of this study show that schools use a number of strategies to develop and strengthen their SoC through encouraging and facilitating teamwork and networking. Moreover, an atmosphere of collegiality, cooperation, celebration, participation is created and maintained. Strong bonds exist among all school members with importance being given to relationship building and providing support (Mulford et al., 2008). The leaders in these schools were also focusing on building relations with purposeful interactions and problem solving (Fullan, 2001).

The selected schools had also developed and maintained a healthy relationship with parents and community. The parents were actively involved in school activities, including attending school events (especially co-curricular activities), participation in school decision making (especially, PTA members), joining school outdoor activities within Malaysia or abroad, or, in some cases, using school facilities like halls and fields outside of school hours. The findings of this study were in agreement with findings in transformed schools in Western countries (Australia, England, Finland, Wales and the US) (Caldwell & Harris, 2008), but in contrast to China where the parents were not directly involved in school activities (J. Harris et al., 2009). The rationale behind parents' extensive involvement in Malaysian schools is the strong Parents-Teachers Association or PIBG with partial decision-making power and being one of the main financial contributors. In Malaysia, under the MoE, two well-established programs were running to involve parents and community in the schools: PTA and *Sarana Ibu Bapa*. Both the bodies are intended to maximise the involvement



of parents and community. It is not only because of these programs, but the school leaders were very committed to bringing parents near schools. As the PTA was present in both schools but their commitment towards school varied.

In addition to this, the schools also developed a collaborative relationship with universities, schools, NGOs and other educational institutions. This relationship helped them to learn from other schools. The SB, in order to maintain its status as, HPS had also developed a partnership with international schools like other HPS schools (Aziah & Abdul Ghani, 2014). It gave an opportunity to the teachers and students to broaden their knowledge and skills and develop cultural sharing and acceptance.

One thing that was apparent in the findings, were that the leaders played the most important role in developing relationships among school members and between school, parents and community and that significantly affected the process of school transformation. The leaders with collaboration with PTA carried out different activities to seek out support from the parents and other local donor agencies in order to get monetary resources that were needed for the smooth operations of schools (Mulford et al., 2008).

***Financial Capital in Selected Transformed Schools.*** Although financial resources play a significant role in school success, many schools get appropriate and required financial resources from the government but fail to utilise them efficiently. To enhance the FC, the selected transformed schools were committed not only to use the school budget efficiently to avoid wastage but also generating more funds to fulfil the school requirements. Firstly, just like in the other six countries, the government was the main funding agency for the Malaysian transformed schools (Caldwell & Harris, 2008). However, recently the Malaysian government has reduced the budget

allocated for education. As consequence, both schools planned to adopt innovative and entrepreneurial approaches to secure additional funds. SA was already running various entrepreneurial programs, while SB was planning to start it. These findings were compatible with the previous studies (Caldwell, 2009; J. Harris et al., 2009). The findings to some extent are in harmony with the findings of Zaidatol Akmaliah et al. (2014) who found that school leaders in Malaysian schools practice a modest level of entrepreneurial leadership. In addition, the transformed schools have the ability to enhance their FC through using different techniques and as well are aware of the importance of using FC wisely and appropriately.

Moreover, the schools were also involved in various fundraising programs. SB was open to inviting the teachers from other schools to attend their in-house training sessions with a minimal fee. This confirms that the SB is using its IC to develop its FC. SA with the help of PTA was actively involved in fundraising or donation campaigns to enhance school financial resources. That again validates that SA, through its SoC is enhancing its FC. One of the most interesting things found in both schools to develop their FC was participating in different programs and activities in order to win the monetary reward and bring it back to school. To improve the IC, SoC, EC, SpC in schools, the MoE has announced different programs and competitions among the schools at district, state and national level. To motivate the schools to participate, different monetary rewards are awarded to the schools who successfully compete in these activities. SB also received a huge amount after successfully achieving the status of HPS and Cluster School and the principal and the teachers in SA also received and reasonable amount after successfully getting “New Deal”. Both schools had won various monetary resources after winning different sports competitions. Moreover, the schools collaborated with some other organisations to get financial donations for the

school. These organisations provided free materials like food, reading materials, computers and other equipment.

These findings clarify that one of the qualities of the transformed schools is that they are wise in using available financial resources and attracting other funding and donor agencies. They want to avail all possible opportunities from that they can enhance the FC of their schools. They also use various entrepreneurial activities to enhance the FC of the schools.

Like in other capitals, the leaders were the main factors enhancing the school FC. The leaders carried out different activities to get financial support from the parents and other local donor agencies (Mulford et al., 2008). The leaders were also using and distributing the financial resources in the school very wisely through transparency, accountability and regular monitoring (Caldwell & Spinks, 2008). In this way, they could help the school to survive and progress, even when the funding from the government is slashed.

***Spiritual Capital in Selected Transformed Schools.*** The notion of spiritual capital is relatively new in educational research (Caldwell & Harris, 2008). But due to philosophical foundations, goals, values and principles of education rooted in ethics, morality and social values, it has been regarded as an important asset for the schools (Chen & Pan, 2016; Fullan, 2001; Kanokorn et al., 2013).

For the SpC, both selected schools had built strong spiritual foundations on religion, ethics and values. An extremely ethical environment was created and maintained in both transformed schools. The schools promoted a culture of respect, trust, honesty, loyalty and transparency. Students moral, social, spiritual and character development was over emphasised (J. Harris et al., 2009). Like Chinese schools, the transformed schools in Malaysia had strongly emphasised on moral dimensions of

teaching and learning (J. Harris et al., 2009). The teachers considered teaching as a moral obligation and considered instilling moral and ethical values in students as their prime duty. Teachers and leaders were fully devoted to their teaching, managerial activities and other duties. Besides, to strengthen and maintain the SpC of the school, the schools tried their level best to ensure the prevalence of ethical values and practices through reward and punishment.

The schools were also offering religious and moral courses as well as various programs related to moral and religious educations. Contradictory to Finnish schools, religion was strongly embedded in school practices (Caldwell & Harris, 2008). For example, both the schools used to hold special prayers before attending public examinations. Even the parents participated in such prayers. Sometimes certain religious programs for the school are even organised by the parents. This finding was incongruous with the findings of Chen and Pan (2016) and in accord with Caldwell and Harris (2008) that parents are active in school in promoting the values and beliefs.

Celebrating religious rituals of different religions and races was one of the main factors helping the schools to develop love, respect and appreciation for other religions. Indeed, it would be acceptable, if someone says that the Malaysian schools are blessed with a strong SpC due to their multi-ethnic population of students and teachers. The difference in ethnicity was not a challenge, but a contributing factor in SoC, EC and IC in selected transformed schools. Despite the fact that the school members (especially teachers) were having different ethnicities, the school's members in both schools could be found celebrating, cooperating, collaborating, supporting and learning with each other openly.

The role of school leaders in developing the SpC is incontrovertible because the leadership with a ‘moral purpose’ is the main purpose of the leaders to bring a positive change in students’ lives and treat teachers and parents fairly by behaving in an ethical manner (Fullan, 2001).

***Emotional Capital in Selected Transformed Schools.*** Emotions are part and parcel of human life. These affect attitudes, behaviours, motivation and relationships in their personal and professional lives (R. B. Brown, 2003). Emotions can change in response to actions and behaviours of the people around and shape decisions, actions and behaviour (R. B. Brown, 2003). Due to emotions, teams are formed and broken, conflicts are risen and resolved and decisions are accepted and rejected. Besides, high accountability, external pressure, competition and classroom monitoring are additional factors that involve high emotions. Furthermore, change can result in enjoyment and excitement on one hand while on the other hand; it could also give rise to fear, loss, panic and anxiety (Fullan, 2001). Therefore, it is essential to consider the role of emotions in the process of transformation.

The findings indicated that the selected transformed schools had a strong EC. Emotions were given importance and managed appropriately through encouragement, motivation, support, active listening, shared decision-making, incentives and celebrations. By doing so, conflicts, anxiety and resistance to change were minimised and passion, excitement, love, enjoyment in the change process were maximised (James et al., 2006).

In other words, the school members possessed strong emotional intelligence as they were having awareness of their emotions as well as others emotions (Goleman, 2001; Koman & Wolff, 2008). The four-factor model of EC (perceive emotions, use emotions to facilitate thoughts, understand and analyse emotion manage emotions) by

Salovey et al. (2004) was found to be present in both selected schools. The findings were also compatible with Goleman's (2001) four emotional capacities. The four emotional capacities by Goleman's (2001) and Salovey et al. (2004) are considered as EC as they are assets of any organisation (Dendron, 2005) and the researcher considered them as methods for developing the EC of any organisation. Hence, the EC in selected schools was developed from the following four methods:

1. *Self-awareness*. The school members were aware of their emotions. They demonstrated self-confidence and positivity. They were well aware of their strengths and weaknesses.
2. *Self-management*. The school members were competent enough to manage and regulate their emotions. They were using various strategies to control the negative emotions and distracting thoughts, and shifting them into emotionally adequate feelings. For example, drinking water, considering students as young children and sharing with friends. Besides, leaders possessed energy, enthusiasm and optimism as their personal characteristics; it affected teachers and staff commitment that eventually affected the transformation process (Fullan, 2001).
3. *Social-awareness*. The school members were experienced enough in perceiving others emotions. One of the most important methods of developing EC in both selected schools was the strategy of winning the hearts. Leaders' emotional well-being was very effective in motivating followers, identifying and promoting the shared values that ultimately help the school in reaching set goals. Leaders' good behaviour helped the followers to be committed towards vision and

mission development and they started owning the leader and school. Leaders gave respect to the teachers, involved them in decision-making and were friendly; as a result, the teachers helped leaders in achieving the standard goals of the schools. Henceforth, the leaders emotionally made the school members ready for transformation. They modified their strategies and practices by making them compatible with the school members' emotional state. Moreover, the teachers were concerned about the feelings and needs of fellow teachers and as well as about students. They were aware of students' emotional states and showing a soft corner for them.

4. Relation-management. A strong rapport was developed and maintained among school members. A culture of collaborations and sharing existed. Colleagues were considered as the main source of emotional support as they were ready to listen and solve each other's problems and issues. The leaders were inspiring and role modelling for the change.

In summary, the transformed schools possess five types of capitals as IC, SpC, FC, SoC and EC. These are capitals are required for successful transformation. Different strategies and practices were taken by school members to develop and strengthen each capital. These capitals were also strongly aligned with each other. However, leadership played a vital role in developing and aligning above-mentioned capitals.

#### **Leadership Behaviour Orientations and the Development of Capitals.**

Utilising capitals to analyse leadership that triggers school transformation is relatively a new branch of study (Chen & Pan, 2016). As shown in chapter 4 and preceding

sections, leaders in both case school possessed different types of leadership behaviour orientations, as well as the case schools, developed various types of capitals. The leadership has been regarded as one of the main factors in developing and aligning the above-mentioned capitals in previous literature (Caldwell & Harris, 2008; Chen & Pan, 2016; J. Harris et al., 2009).

Nevertheless, how different types of leadership behaviour orientations contribute to the development and alignment of different types of capitals in transformed schools needs to be identified. The critical analysis of the findings shows that leaders' different types of behaviours contribute differently to different types of capitals. These findings were also justified through using codes co-occurrence explorer, one of the features in ATLAS.ti 7 that allows the co-occurrence frequencies between different leadership behaviour orientations and different types of capitals. Table 5.1 is the summary of the codes co-occurrence while an example of this feature is given in Appendix M.

Table 5.1

*The Summary of Codes Co-occurrence Table*

	<b>EC</b>	<b>SoC</b>	<b>SpC</b>	<b>IC</b>	<b>FC</b>
<b>CoLB</b>	2	4	0	5	0
<b>RoLB</b>	6	14	0	10	2
<b>EoLB</b>	19	3	6	1	1
<b>ToLB</b>	4	5	4	13	16

The frequency=1 means that one quotation has been coded by two codes. The frequency 19 for EoLB and EC indicates that 19 quotations have been coded for both EC and EoLB together. In other words, the ethical-oriented leadership behaviour contributes strongly to the development of the emotional capital. Based on analysis



and co-occurrence, the Figure 5.1 is a model emerged from the data pertaining to the contribution of different types of behaviours in the development of different types of capitals in transformed schools where SC stands for strongly contributes while TSEC stands for to some extent contributes. Noticeably, the terms strongly contributes and to some extent contributes are given based on the critical analysis of the findings as well as on the basis of codes co-occurrence. This model is further discussed in preceding section based on findings of the study and current literature.

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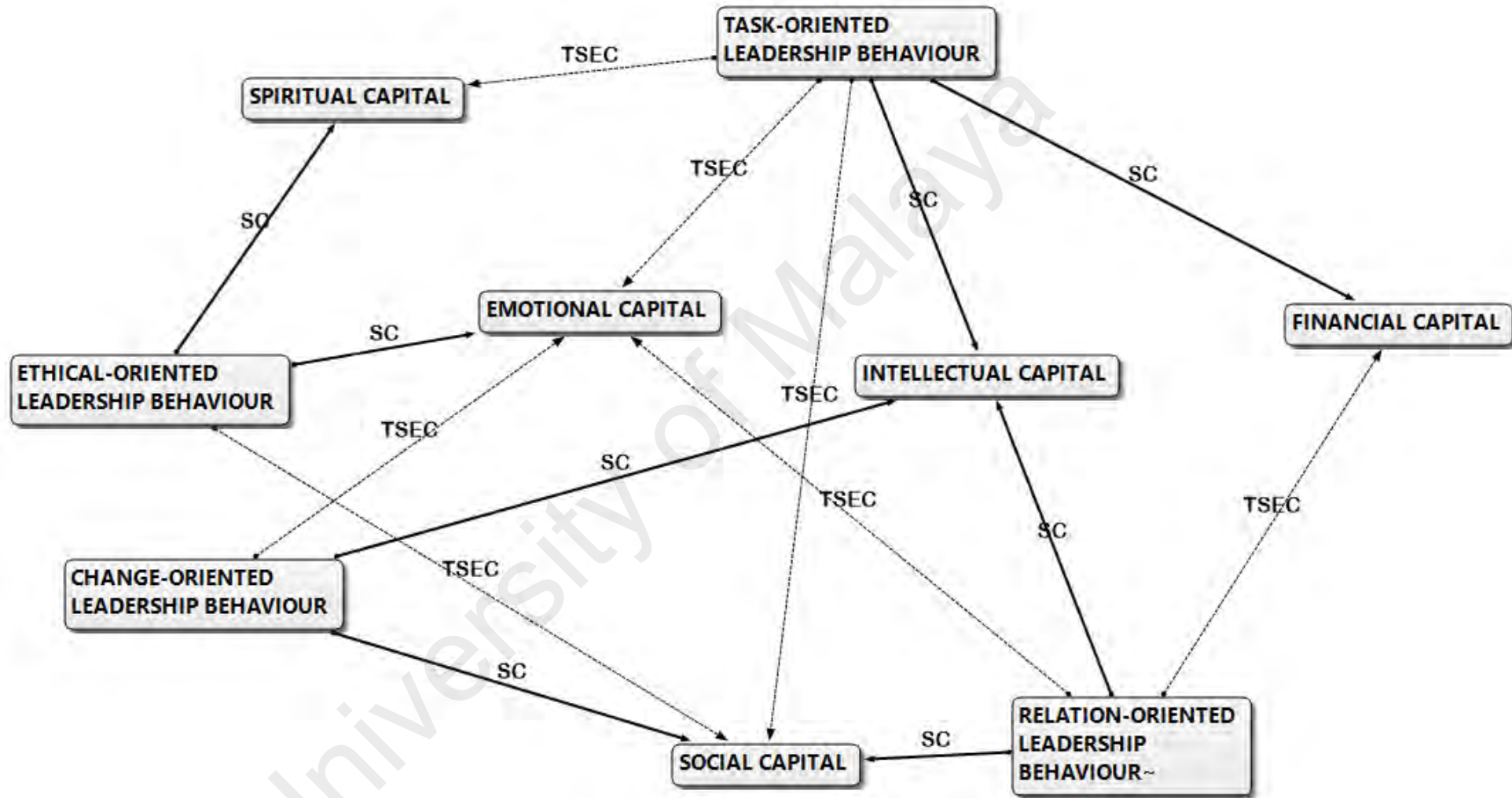


Figure 5.1. A Theoretical Proposition on the Linkages Pertaining to the Contribution of Leadership Behaviour Orientations on the Development of Various Types of Capitals

Yukl (2004) argued that different performance determinants mediate different types of leadership behaviour orientations and organisational effectiveness or transformation (see, Figure 1.2). In this mediation, the 'efficiency and reliability', that is using people and resources (FC & IC) to carry out organisational operations, using resources effectively and avoiding delays and wastage, allocating extra resources to the quality development, using technology are influenced by ToLB. RoLB influences human resource and relations such as cooperation, teamwork and mutual trust (SoC). While innovation and adaptation (IC) are influenced by CoLB. These behaviours orientations may have different positive or negative effects on other orientations as well. This gives a preliminary point that different leadership behaviours influence different capitals differently.

The critical analysis of the findings in both selected transformed schools revealed that leaders' different types of behaviour orientations influence different school capitals. Firstly, the leaders' RoLB contributes the most on the SoC of the school. Leaders with RoLB are highly concerned to develop strong interpersonal relationships among the school members. They promote collegiality, collaborations, and teamwork among the school members. They also involve parents and community in school related activities and developed a positive rapport with them that as a result enhances the parents and community participation and cooperation in school (Aziah & Abdul Ghani, 2012; Caldwell & Harris, 2008). Conversely, the analysis also showed that RoLB also helps in strengthening the FC where the financial contribution from the parents' increases, as they love to contribute and donate to school activities when they find that they are loved, respected and listened by the school leader. Moreover, the RoLB of leaders such as developing and empowering school members to some extent contribute to the development of IC (McGee, 2009), because the products of

these behaviours are the skilled, talented, well-equipped teachers. Besides, the helping, problem solving and supporting behaviours may enhance leaders' relationship with the school members as well as contribute to the EC of the school by enhancing the emotional stability in the school (Fullan, 2001). Noticeably, the contribution of RoLB is stronger towards the development of the SoC and IC as compared to other capitals.

The ToLB can strongly contribute to the FC of the schools where leaders focus on the appropriate and wise use of financial resources available in the school, as well as generating additional financial resources for the school. It also contributes positively to the IC when one of the main preference of the leaders is to allocate appropriate funds for teachers' professional development. Besides, monitoring the instructional process in order to give timely and fruitful feedbacks, coaching teachers to accomplish a particular task and clarifying the roles may influence the IC of the school. Monitoring the task completions and instructional process as ToLB of the leaders also contributes to the SpC where the output of this behaviour has reduced unethical issues such as delays to the class and improperly planned lessons. However, the proper planning for the school as ToLB may partially contribute to almost all capitals. For example, securing additional funds, professional development, networking, enforcement of ethically appropriate conducts need proper planning by the school leaders. The assigning and clarifying the tasks, in a certain degree may contribute into different capitals, as leaders may make teams to accomplish a task, clarify the responsibilities and tasks to an extent that the teachers may enjoy doing that, and distribute the work fairly and justly (Caldwell & Harris, 2008).

Change-oriented behaviour mainly contributes to the IC of the school. Firstly, to get up-to-date information through attending different seminars, workshops and meeting is one of the CoLB of the leaders that helped them as well as the teachers and

staff to be aware of the current policies, practices, threats and opportunities. Secondly, the leaders provide opportunities for collective learning, that is a CoLB that enhances the professional capabilities and skills of the teachers (Yukl, 2012). Furthermore, leaders encourage and support schools members to use innovation and creativity in every aspect of school life that consequently enhances the IC of the school as well (Yukl, 2004; Yukl et al., 2002). However, it may influence the SoC of the school as leaders in both case schools, reflected that to initiate and manage the process of change, it demands collegiality and teamwork. Similarly, the CoLB was also found to influence the EC, to some extent, because leaders' positive and appropriate ways of initiating the change, challenging the status quo and motivating the school members for change may result positively on the emotional wellbeing of the school members (James et al., 2006).

For this study, the EoLB was the normatively appropriate practices and behaviours of the leaders in the schools as well as ensuring such behaviours among the school members. The critical analysis of the data evidently indicates that leaders EoLB influences on the SpC, EC and SoC of the schools. However, its contribution on EC is more encouraging than the SpC and SoC. The leaders in both schools preferred role modelling by practicing ethically appropriate practices. For them, to instil moral and ethical values and conducts among school members, they should do first. For that reason, the prevalence of the ethically appropriate practices in the school is undoubtedly dependent on leaders' EoLB (M. E. Brown et al., 2005). Similarly, as head of the school, it is the responsibility of the leaders to control unethical behaviours and practices and create an ethically sound culture. The leaders were also considered as leading agents in religious practices in the school as well as creating religious harmony in school by accepting the diversities openly and respectfully. They also

demonstrated welcoming and trusting relationship with the school members that strengthen their relationship with school members (SoC) and as well as enhanced the school members emotional wellbeing (EC). In addition, winning the heart (EC) can also be considered as EoLB as well as RoLB as found by Sanzo et al. (2011). In addition to this, leaders EoLB as showing trust for other, honesty, loyalty and treating teachers justly and fairly are the behaviours that result in development of positive emotions (EC). As well helping teachers and staff, providing emotional support to the teachers and staff when they are in difficulties are also leaders EoLBs that strongly contribute to school EC.

Concisely, different leadership behaviour orientations contribute differently to different types of capitals. ToLB strongly contributes to the development and strengthening of FC and IC, while, to some extent contributes to the development and strengthening of EC, SpC and SoC. Relation-oriented leadership behaviour strongly contributes to the development and strengthening of SoC and IC, but to some extent contributes to the development and strengthening of FC, EC and SpC. CoLB mainly contributes to the development and strengthening of IC and SoC, while to some extent contributes to the development and strengthening of EC. Ethical-oriented leadership behaviour strongly contributes to the development and strengthening of EC and SpC but to some extent contributes to the development and strengthening of SoC. Figure 5.1 further clarifies the relationship among leadership behaviour orientations and capitals using ATLAS.ti network.

**The Best Practices in Transformed Schools.** James et al. (2006) claimed that society is rapidly changing as a result, the characteristics and practices of schools are also changing; what were applicable and adequate as best practices and characteristics of schools in past may not be now. Hence, there is decisive need to explore the best

practices and characteristics of transformed schools constantly. Based on James' et al. (2006), this section gives a detailed explanation of the best practices found in two selected transformed schools.

This study found the majority of the best practices found in previous research studies as school best practices. For example, one of the best practices identified by previous literature was 'having strong, participative and instructional-oriented leader' (Crum & Sherman, 2008; Crum et al., 2009; McGee, 2009; Muhammad Faizal, 2013; Sammons et al., 1995; Sanzo et al., 2011; Shannon & Bylsma, 2007). This was also found in the current study where the leaders focused on capacity development, promoted shared leadership and allowed teachers to internalise the vision. They established a culture of change by involving teachers in strategic planning for change.

Analogously, conducive school environment; innovative teaching and learning; facilitating innovative actions; strategic planning; emphasis on use of ICT in teaching and learning; capacity development; continues and supportive monitoring system; strong interpersonal relationship between school members and between school; parents and community; creating and maintaining a highly ethical environment; allocation of significant financial and human resources; availability of all required facilities; and alignment with state standards as best practices were identified in the selected transformed schools as best practices as well as in previous literature (Demie & Lewis, 2010; Demie & McLean, 2007; Lewis & Demie, 2015; McGee, 2009; Muhammad Faizal, 2013; Mulford, 2008; Sammons et al., 1995; Shannon, G.S. & Bylsma, 2003; Shannon & Bylsma, 2007; Wilcox & Angelis, 2011; Zmuda et al., 2004). The findings for these best practices are explained in detail in preceding sections and in Chapter 4 under leadership behaviour orientations and school capitals.

Surprisingly, this study to some extent is in agreement with some previous researchers who claim that the best practices in schools may vary based on context and locations (A. Harris et al., 2015; Muhammad Faizal, 2013; Muhammad Faizal et al., 2011). Hence, from the critical analysis of the findings; it was apparent that each school had some unique practices that the participants regarded something that was different and unique compared to other schools and these practices were contributing largely to school transformation.

Firstly, school A provided various opportunities to the students for their career growth and empowerment by working with teachers and school members as colleagues and being involved in different entrepreneurial activities inside the school. Moreover, giving students and teachers a feeling that they are a valuable asset for the school by cordially and generously welcoming at the school main entrances and celebrating their birthdays were the best practices noticeable in SA.

Certainly, such opportunities, at a great extent, motivated the students to participate actively in different school activities. The critical analysis of findings indicates different reason behind such opportunities. Firstly, the SA was facing many students' discipline related issues formerly. As the students in the school were teenagers, the school might have planned accordingly to involve them in activities, celebrate their birthdays and welcome them at the entrance every morning. Such practices, with confidence, give them psychological and emotional satisfaction and restrict them from being involved in disciplinary issues. In other words, the school successfully changed the roles of its students from gangsters to leaders and school contributors. For example, the participants mentioned that they use reverse psychology by involving those students in discipline unit as members who have a record of being involved in any discipline related issues previously.



Secondly, students were given an opportunity to be treated like a valuable school member (e.g., teachers and staff) to contribute towards school and it helped the school in developing self-esteem and confidence of the students and to instil loyalty and connectedness in them towards school. It can be a prompting factor in the improvement of school performance in various academic and co-academic activities. Working after school hours to wash cars in order to generate money for their specific club; spending their whole day from the morning until evening to work in one session in the school library or shop and attend own classes in the second session are the best examples showing students inclination and connectedness towards school.

Such practices also helped the school to develop strong bonds between students and other school members, develop a sense of belongingness and make the student feel that they care, accepted and respected. James et al. (2006) argued that the effective schools make long-term contributions in students' lives by making school a happy place for the students by providing happy experiences and minimising the fear and anxiety. Welcoming students and celebrating their birthdays are also happy experiences provided to students in SA. Similar to findings from this study, James identified that teachers in such schools encourage students to be "active co-constructors of the schools by using a variety of formal and informal channels to make their voices heard constructively" (p. x).

The utilisation of ICT in school activities was at its peak in the SB. Fast speed internet connections, educational software, use of computer, multimedia and tablets and ICT competent teachers are productive tools for all teachers, students and leaders. They can also be used in establishing effective communication between school and parents. Although SA was a five-star smart school, SB was more progressive and prone to use ICT. The students were making e-networks with other students from other

countries. The parents were active on school social media and WhatsApp groups that have made the life of teachers smooth with parents being constantly updated about the progress of their children and also about the schools on going activities. Parents complain and suggestions were also easily incorporated into school activities. The leaders in SB (in fact in SA as well) were actively using ICT for teaching and administrative purpose. Undeniably, they were the ones motivating and pushing teachers to use ICT in school. These findings are inconsistent with some previous studies who found that leaders in Malaysian schools use ICT moderately in their practices (Anantha et al., 2015; Kannan, Sharma, & Zuraidah, 2012). In other words, it will be worth saying that contradictory to many school leaders, the leaders in selected transformed schools had a high level of competency in use of ICT and that enhanced the performance and productivity of the school.

Notably, school transformation is impossible without getting financial, technical, moral and emotional support from the parents (Aziah & Abdul Ghani, 2012; Chen & Pan, 2016). The parent's support and cooperation was marked, as a strength for SB. One of the main reason behind parents' extensive contribution in SB as compared to SA, was the parent's education level and SES. The majority of the parents in SB were working in well-reputed and highly paid organisations. Few of them even had their own large-scale business and factories. Thus, they had enough financial resources to support school activities and donate as much as they could. Therefore, the school could get expensive items as air-conditioners and computers as a donation from the parents. Parents from high SES also helped the school to get their support for international networking and educational tours. This was a challenge for SA. these findings are partially contradictory to Aziah and Abdul Ghani (2012) for the findings in SB, that that parents SES is not a factor affecting school transformation, while with

regard to SA, the findings are in line with above researchers findings that parents SES cannot eliminate the desire and commitment for change. However, it is worth mentioning here, that although the parents in SA were not contributing like SB, but their contribution was at an appreciable level. Therefore, this area can be an interesting topic for future researchers to investigate.

Furthermore, parents in SB were highly educated. Educated parents know the importance of education and their role in school success. They know that it is not merely the responsibility of teachers or schools to provide everything to the students; instead, their cooperation to school and teachers is also essential. They also play their role in the education of their kids by teaching them at home or sending them to private tuition centres.

Teachers commitment has previously regarded as one of the best practices in some of the high-performing and transformed schools in previous studies (Aziah & Abdul Ghani, 2012; McGee, 2009). The teachers' level of commitment in the selected transformed schools was at the peak as they were self-sacrificing in terms of time and money for the school and students. The schoolteachers offered their valuable time and money for the sake of school. According to Kotter (1995), the transformation is impossible until the organisational members were willing to make short-term sacrifices. Accordingly, the teachers' short-term sacrifices with regard to time and money were the remarkable factors contributing to their school transformation. They were spending extra time in school to prepare and plan their lessons, giving extra time to the students individually or collectively and working with student bodies to train or supervise the students for different competitions and programs. Besides, the students in SA were comparatively from low and average SES and parents financial contribution was relatively low. To fulfil the needs of students and school, the

teachers' financial contribution for the school in terms of buying educational resources and other required equipment was an extraordinary practice in SA. However, teachers from SB were also ready to help students financially to buy different educational resources. All these activities defiantly contribute in school success.

**The Aspects of School Transformation.** The MoE Malaysia is committed to transforming different aspects of school life in order to reform its education system. The schools are evaluated on various aspects before getting any grade or rank in term of stars, bands, or status. For example, the schools are awarded grades based on the availability of proper infrastructure and facilities. 3K program is also an initiative to motivate schools to upgrade and beautify their physical facilities (Ministry of Education Malaysia, 2016). In addition to this, to get the status of high-performing school, the schools are evaluated on various factors such as school leadership, school discipline, participation in co-academic activities, teaching and learning and students result in national exams. To get the status of cluster schools the schools needed to excel in niche areas that can be both in academic and co-academics , like science and English as academic niche areas and cultural dance, chess and archery as co-academic in SB and SKUL (Aziah & Abdul Ghani, 2012, 2014).

The programs like VLE-Frog, on the other hand, are attempts to integrate the ICT in teaching and learning and management. MoE is providing high-speed internet connections and as well as devices such as computers, tablets, smartphones to the schools for this purpose (Ministry of Education Malaysia, 2013).

The discussion above clearly indicates that Ministry of Education of Malaysia is informed that successful and holistic transformation of the overall education system or a particular school is not merely dependent on students achievement in standardised exams, but it also lies in the change in various characteristics of the school.

Contradictory to this, the current literature is mainly focused on the schools that can successfully diminish the achievement gaps or are performing well in terms of students' academic achievements (Demie & Lewis, 2010; James et al., 2006; Lewis & Demie, 2015; McGee, 2009; Zmuda et al., 2004).

The researcher agrees, although to some extent, with the definition of school transformation by Caldwell and Spinks (2008) that is 'a systematic and sustained change for the achievement of all students in all settings'. She agrees because they have warned that students' success in exams is only a part of the transformation and more is needed integrate the internal school factors like curriculum, teacher pedagogy and resources to external factors of school transformation that, according to them is an external world.

Nevertheless, the researcher finds it purely focusing on students' achievement. Firstly, as mentioned by Sammons et al. (1995), it focuses on only cognitive outcomes only and ignores other students' related aspects like social, cultural, moral and emotional. Secondly, it pays no attention to change in other aspects of school life. Because transformation is a complex, radical, qualitative and second-order change (Anderson & Anderson, 2001; Inandi et al., 2013; Levy & Merry, 1986; Oden, 1999), and it modifies structure, physical characteristics, processes and culture of the school and mind-set, belief system, awareness and behaviours of the school. Corresponding to above discussion, various categories emerged from the data certifying that schools experienced changed in different aspects. Among them, one was the success of the students in academic results. The change and improvement in different aspects of the school such as school status, students' performance, discipline, mind-sets, practices, culture and physical characteristics from the last five years are strong evidence that transformation is multifaceted and multidimensional.

## **Synthesis of the Findings: Transformed Schools as Open System Including Input, Resources and Outputs**

This section synthesises the findings of the study based on the emergent propositions in order to discuss a broad emergent theory/model on transformed schools as open systems with input, resources and outputs. Firstly, it is clear from the findings that transformed schools works as open social systems, where all school members are connected with strong social bonds and dependent on each other for moral, emotional, spiritual and technical support. Outside the school, the boundaries of transformed schools remain partially open to the external sources as parents, community members, NGOs and other organisations such as State Education Department, other schools and religious organisations. The interactions mentioned above forms the social (SoC), intellectual (IC), financial (FC), spiritual (SpC) and emotional (EC) capitals of the transformed schools. These capitals play a crucial role as a prerequisite for understanding school transformation.

Besides, the findings confirmed that leadership plays an important role as an input factor in transformed schools as an open system. Since the discussion in the preceding sections and emerged propositions affirm that the four types of leadership behaviour orientations as CoLB, ToLB, CoLB and EoLB function as input factors, they act as instruments and catalysts for change and affect almost all school capitals. It is the main factor that energises and motivates school folk for change.

Similarly, the development, strengthening and alignment of all the required capitals are strongly dependent on a strong leadership act and performing multiple roles and functions at a time. Different leadership behaviour orientations contribute to the development of different types of capitals differently. Indeed, at this stage, through proper development, alignment and strengthening of these capitals, schools experience

alteration or change into different aspects such as improved school building and environment, better school academic and non-academic performance, strong community participation and contribution, recognition, elevated school status by MoE and change in school culture and working environment. Change in all these aspects are required for school transformation inclusively. Moreover, the best practices are also methods of developing or forming school capitals. For example, the committed school members formed the IC of the schools. Similarly, the generous attitude of schools towards students was a method of developing EC of schools as it provided an emotionally sound and attractive school environment. Therefore, they are considered as part of capitals in the emergent theory in Figure 5.2 below.

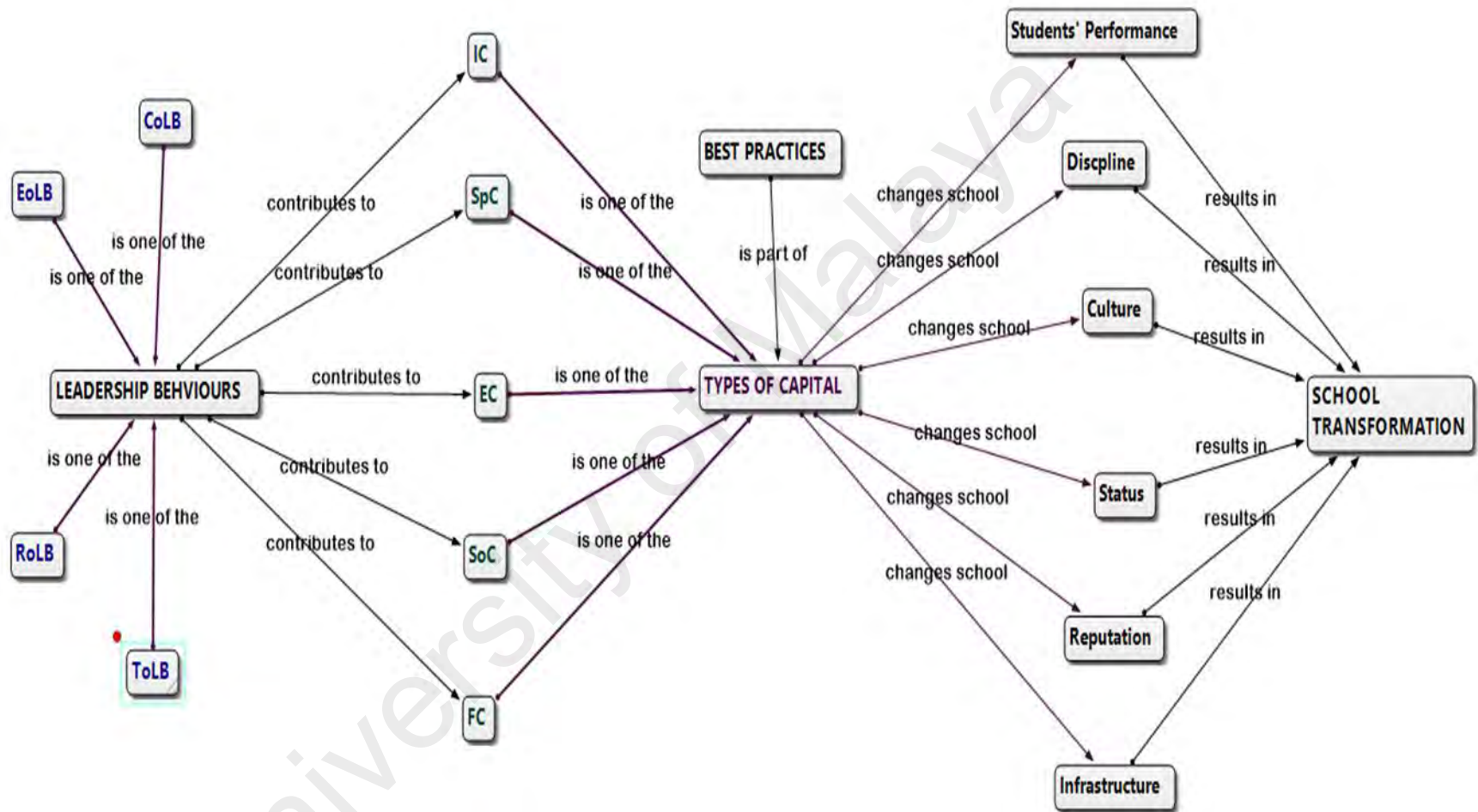


Figure 5.2. The Emergent Theory/Model of School Transformation



## **Implications of the Study**

In this study, a number of research questions were answered related to the process of and contributing factors in school transformation. More specifically, the leadership behaviour orientations, capitals and best practices were explored in two selected transformed schools. In this section, some of the practical and theoretical implications of the study and directions for future studies are briefly discussed.

**Theoretical Implications.** From last few decades, leadership and change, in the field of education, have remained the most burning topics. A lot of research has been done on both, and much needs to be done. Thus, insights from this study may offer an opportunity to enrich the understanding of the factors that contribute towards school transformation and change. Likewise, this study will contribute to the existing body of knowledge on school transformation by exploring what Malaysian transformed schools do; what they have as capitals; what are the most preferred leadership behaviours; and how their practices, capitals and leadership behaviours contribute to the process of school transformation.

Based on Open System Theory, Tridimensional Theory of Leadership Behaviour and Model of Capitals for School Transformation collectively, it was found that to understand school transformation comprehensively; these theories may give a better understanding of school transformation. For leadership, various theories and models are emerging every day with bombastic terms such as transformational leadership, charismatic leadership, distributed leadership, participatory leadership, shared leadership, moral leadership, spiritual leadership, ethical leadership and entrepreneurial leadership. The critical analysis clarifies that the focus of these leadership models is on any of the four leadership behaviour dimensions and that are change, tasks, relations and ethics or moral. Thus, the findings from this study suggest

leadership behaviour orientations as ToLB, CoLB, RoLB and EoLB are more effective as a full-range model for leadership behaviour as they encompass a wide range of behaviours (Michel et al., 2010). The ToLB, CoLB, RoLB exclusively using tridimensional leadership behaviour theory (Yukl, 2004; Yukl et al., 2002) has been used in various organisations to explore leadership behaviours (Barrasa, 2003; Michel et al., 2010), according to researchers knowledge, it is the first study using the tridimensional theory as framework in selected transformed schools in Malaysia through in-depth qualitative research. In fact, the findings supported the extended version of the leadership behaviour orientation through the emergence of EoLB that was suggested by some researchers to be explored in order to give a more in-depth and extensive leadership behaviour theory (Michel et al., 2010; Yukl, 2012), is another theoretical contribution.

According to Chen and Pan (2016), although there are various studies on capitals, the number of studies relating capital to leadership or school transformation are relatively less in number. In view of that, this study will be an additional contribution to the current literature on capitals, leadership and school transformation. Especially, it is contributing in exploring important types of capitals in Malaysian transformed schools. Such studies have been conducted in Australia, the United States, England, Finland, Wales and China (Caldwell & Harris, 2008; Chen & Pan, 2016; J. Harris et al., 2009; Ng, 2015). In addition, based on the importance of the relationship between emotions and change (Fullan, 2001). The findings of the study suggest EC as an additional capital in the model of school transformation along with SoC, SpC, FC and IC (Caldwell & Spinks, 2008). According to Caldwell and colleagues, school leadership contributes the most in developing and aligning these capitals. But, the current study developed a substantive theory (see, Figure 5.1) on the contribution of

different leadership behaviour orientations in the development and strengthening and different types school capitals. Hence, giving a more extensive explanation on how leadership contributes to the development of these capitals in transformed schools. Predominantly, the findings helped in development an emergent theory/model of school transformation and its components as input (leadership behaviour orientations), required resources (different types of capitals) and outputs (transformation) based on open system theory.

**Practical Implications.** Like other countries, Malaysian government also aspires to transformation its education system by transforming schools. The findings of this thesis have various implications in the area of policy and practice pertaining to school transformation and leadership for Malaysian schools. The current study is being proposed in the context of new reform and transformation in the Malaysian education system. Hence, the MoE may benefit from the findings of the study in various ways. Firstly, based on the findings of this study, the MoE may make policies or plan and to design programs to encourage and motivate low-performing and average schools and principals to adapt the identified best practices and behaviours. Additionally, based on the findings of this study, ample consideration can be apportioned in incorporating all behaviour dimensions identified in leadership capacity development programs and training. As well, plentiful consideration may be employed into the development of the different types of capitals in the schools in order to facilitate the process of transformation.

Besides, the findings highlight that with the academic and non-academic achievement of students and networking with international organisations, there are other factors that need to be considered important while evaluating schools in terms of transformation. Moreover, the findings of this study suggest that much is needed to

develop a culture of research; more attention is needed from MoE to give grants and training for the development of a research culture in the Malaysian schools.

In addition to MoE, the current school leaders, who may be struggling in transforming their schools, may benefit from the findings of this study. The leaders may identify the factors and behaviours that helped the leaders in transforming their schools in selected transformed case schools. They may give importance to all leadership behaviour orientations based on their contribution to school transformation. Importantly, the leaders may give enough consideration to the development and alignment of the identified capitals in their schools in order to transform their schools successfully.

It is hoped that the findings will help the researcher in her professional life as a teacher educator as well. She may contribute into policy development and planning for school transformation in her country, more specifically in her province where the transformation of the education system as remained a challenge. She has the plan to work voluntary with few schools and NGOs in near future to incorporate the factors learned from the findings of this study.

### **Recommendations for Future Studies**

The purpose of this study was to explore the leadership behaviour, capitals and best practices in selected transformed schools in order to understand the process and contributing factors in school transformation. Firstly, the study found that there is decisive need to conduct in-depth qualitative research studies to explain the overall process of school transformation and contribution of leadership from a social perspective. This study being an exploratory multiple-case study, based on grounded theory analysis raises a number of opportunities for the future research. Based on the findings discussed, following areas are suggested for future research:

1. As this study was conducted in two national transformed schools, future researchers may conduct comparative studies on leadership behaviours, best practices and capitals in national-type vernacular schools, religious schools and private schools for further understanding of the process of school transformation and contributing factors in such type of schools.
2. Due to limitations, this study could be conducted only in Selangor state. It is recommended that further research studies could extend this study by including transformed schools from other states as well. In addition, comparing the process of school transformation, the role of the school leader and the process of developing different capitals and best practices in rural and urban schools may be an addition area for future research.
3. Like SKUL and the selected school for this study, there are other schools as well who made a remarkable transformation. Thus, more research studies are needed to bring their exemplary practices. In the absence of in-depth studies, such practices and behaviours are not likely to be informed by evidence and hence more likely to remain in particular schools only.
4. Based on grounded theory approach, a number of new and useful conceptual categories have emerged. However, further investigation is needed to test these conceptual relations through quantitative approaches to generalise the results to a larger population.
5. In this study, the students and parents were not involved in data collection. The future studies may include the voices of students and

parents in order to get more inclusive and in-depth understanding of the phenomenon under the study.

6. Cross-cultural studies between transformed schools in Malaysia and other Asia-Pacific countries would be an important and interesting area for future research too. Especially, the Asia-pacific countries with world-leading education systems like Singapore and Japan.
7. The school leaders may have faced numerous challenges in the process of transforming schools. For this study, the leaders were asked to think and reflect back on the challenges they faced in the process of transforming their schools. However, due to a large number of interview questions for answering the research questions and time constraints in-depth data could not be gathered. The future researchers may explore the challenges that the leaders faced during the process of transformation.

## **Conclusion**

To fulfil the needs of 21<sup>st</sup>-century education, initiating and managing change has become the core business of schools around the world and Malaysian schools are not regarded as exceptional. Therefore, educators and researchers are constantly looking for factors that are crucial for successful school transformation, a concept that refers to a comprehensive change, encompassing several aspects such as structure, work process, beliefs, attitudes and practices in the physical, social and cultural dimensions of a school. Successful transformation demands hard work, commitment, determination and as well as various required resources (J. Harris et al., 2009; James et al., 2006). Unquestionably, the effective school leadership plays the most vital role in initiating, facilitating and managing the process of transformation.

However, leadership for successful transformation needs to be multi-dimensional encompassing a wide range of behaviours as ToLB, CoLB, RoLB and EoLB. It is due to demands on leaders to perform multiple roles and tasks to develop schools holistically including social, financial, emotional, intellectual and spiritual resources and produce multiple outcomes.

The main purpose of this multiple-case study was to analyse the process of school transformation and contributing factors in it through in-depth qualitative inquiry based on grounded theory approach. The thesis of this study was that transformed schools are open systems where leadership plays the most important and influential role. The transformed schools develop their own intellectual, social, spiritual, financial and emotional capitals and best practices during the process according to their contextual needs under strong leadership. However, the transformation does not lead to improvement in student academic performance only; it involves an alteration in physical, social and cultural aspects of schools. The findings of this study were in line with this theoretical proposition.

In conclusion, the findings of the current study suggest that leaders in transformed schools like other open social systems demonstrate ToLB, CoLB, RoLB and EoLB as input factors. These behaviour orientations contribute to the development and strengthening of EC, FC, IC, SoC and SpC that result in a change in different social, physical and cultural aspects of school and that ultimately help schools to be transformed. This, newly emerged model is useful and applicable in explaining how schools are being transformed, how leaders facilitate this process and how required resources are developed and strengthen to make this process smooth. It is expected that the findings this study offer a valuable lesson for researchers and practitioners in

Malaysia and as well as in other parts of the world to learn, adapt and replicate the findings of this study to transform their schools.

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## LIST OF PUBLICATIONS AND PAPERS PRESENTED

### Conferences:

- 1) INTED2016 (10th annual International Technology, Education and Development Conference) held in Valencia (Spain) on the 7th, 8th and 9th of March, 2016. The title of the paper: Rising to prominence and excellence: A conceptual model of school transformation.
- 2) International Congress on Interdisciplinary Behavior and Social Science (ICIBSoS) held in Jakarta on 05th and 06 November 2016. The title of the paper: Leadership behaviors and best practices for school transformation.

### Book reviews:

- 1) 'Effective supervision: theory into Practice by Wayne K. Hoy and Patrick B. Forsyth (1986), reviewed in (2015), Research in Teacher Education, Vol 5 (No.No.2), 47–50. Available at: [www.uel.ac.uk/Schools/Cass/Research/Research\\_in\\_Teacher\\_Education/Volume\\_5\\_No\\_2\\_November\\_2015](http://www.uel.ac.uk/Schools/Cass/Research/Research_in_Teacher_Education/Volume_5_No_2_November_2015).

### Publications:

- 1) Journal of Educational Administrations (ISI)  
Title: The Best Practices for school transformation: A multiple-case study, (status: waiting editor and cheif)
- 2) Asia Pacific Journal of Education (ISI)  
Titled: The Development of Capitals in Malaysian Transformed Schools: A Multiple-case Study  
(Status: under review)
- 3) Educational Studies (ISI)  
Titled: Orientations of Leadership Behaviours in Selected Transformed Schools in Malaysia  
(Status: Awaiting Editor-in-Chief Decision)