

# THE IMPACT OF STRATEGIC EDUCATIONAL LEADERSHIP AND QUALITY ASSURANCE PRACTICES ON SCHOOL CULTURE IN MALAYSIAN RISKY SCHOOLS.

**K. Hemathy, Hairuddin Mohd Ali, , Mohd Burhan Ibrahim  
and Suzana Suhailawaty Sidek**

Kulliyah of Education, International Islamic University Malaysia, Kuala Lumpur, Malaysia

## Abstract

*The main purpose of this study is to examine the impact of Strategic Educational Leadership and Quality Assurance practices by the educational leaders on School Culture of Malaysian Risky Schools. A sample size of 308 Malaysian Risky school leaders was extracted from 1,536 populations. Descriptive statistics, confirmatory factor analysis and full-fledged structural equation modelling were employed for statistical techniques. There are significant direct relationships between Strategic Educational Leadership and Quality Assurance practices with the School Culture. The results also proved that the proposed structural model of the study is valid and reliable and therefore represents the Malaysian Risky School Culture model. The findings of this study help the practitioners and policymakers in designing and implementing practical courses and workshops that promote the development of Strategic Educational Leadership and Quality Assurance among the school leaders. This study managed to explore new findings about the relationships between Strategic Educational Leadership and Quality Assurance practices with the School Culture of Malaysian Risky Schools.*

**Keywords:** Strategic Educational Leadership, School's Culture, Quality Assurance practices, Malaysian Risky schools, school leaders

## Perkembangan Artikel

Diterima: 16/12/2025

Disemak: 24/12/2025

Diterbit: 31/12/2025

\*Corresponding Author:

Hairuddin Mohd Ali

Department of Business

Faculty of Management and  
Informatics, Al-Sultan Abdullah  
Ahmad Shah Quranic University of  
Pahang (UNIQSAAS).

Email: [hairuddin@uniqusaas.edu.my](mailto:hairuddin@uniqusaas.edu.my)

## INTRODUCTION

The culture of a school highly be determined by the perception and feeling of people in schools and it affects how the teachers and staff members dress, what they talk about or avoid talking about, their willingness to change, the nature of teaching, and the students' ability to learn (Newman & Associates,

1996; Deal & Peterson, 1994, 1990; Robbins & Alvy, 2009; Wilson & Firestone, 1987). In addition, the culture of a school is constantly built and shaped not only via interactions with others, which is vital for creating a school environment that promotes teaching and learning (Cavanagh & Dellar, 2001) but also through reflections on life as well as the world (Finnan, 2000). Besides, Hollins (1996) argues that the administration of the schools also shapes the culture. Cultures of a school can also be created based on the state, district, and school-level leadership hierarchy framework. It merely means that teachers and students will obey the principal and other administrators' commands and instructions irrespective of other school facets. The concept of culture provides a more accurate and engaging way to help school leaders in understanding their school's unwritten rules and traditions, norms and expectations that seems to pervade everything (Deal & Peterson, 1990). Pertaining to this, Cohen (1983) briefly stated that schools should be similar to communities with moral order that depends on the internalization of goals, appropriate use of power and control, as well as administration of symbols as means of controlling and directing the behaviour.

Researchers like Robbins and Alvy (2009) strongly believe that school culture can influence the learners' productivity, professional development, leadership practices, and traditions. On the other hand, Reames and Spencer (1998) voiced that the schools' internal structures and processes such as collegiality, teamwork, shared decision-making processes, continuous improvement of teaching activities, and long-term participation can determine the efficiency and functioning of the schools as well as to enhance positive school culture. Deal (1988), Donahoe (1997), Goodlad (1984), and McLaren (1999) revealed that rituals and practices common to most public schools as they play a part in defining the culture of the school. It is a repeated process that reflects the collective ideas, assumptions, and beliefs that indicate the school's identity and behavioural outcomes. Not only professional development, cooperation, and leadership practices are necessary for contributing positively to the quality of the schools (Cavanagh & Dellar, 2001), but a set of values and goals that contribute to the quality of the daily school routine is also established.

It has been identified in the current age that patterns of culture are essential components of school (Tlusciak Deliowska, 2017, p. 48). At the same time, everyone who visits a school can sense the culture of the school at every given step (Glusac et al., 2015, p. 257) compared to in a much earlier era, and culture is referred to team spirit or mutual support of students who shared loyalty and self-esteem in the reputation of their school (Perry, 1908). During the early part of the twentieth century or as early as 1932, Waller (Peterson & Deal, 2002) mentioned that every school has their own set of customs, history, moral behaviour and codes, as well as a unique culture. Essentially, the point by Giroux (1988) is school culture has become the focus for reformation and critics as research has proved that it is related not only to the disciplinary problems and achievement of students (Purkey, 1990) but also to the nature of good and poor schools (Sergiovanni, 1990; Lightfoot, 1983). Predominantly, Sarason (1991), Purkey (1990), Power, Higgins and Kohlberg (1989) revealed that school culture is an important aspect of schooling as it shows whether educators can actually change or improve. Correspondingly, Erickson

(1991) forenamed, “When we make visible how humans from the distinctive shapes of their lived history through implicit and explicit choices, we see that what people have made they can change” (p.11). Gruenert (2008) opined those expectations are developed when members of a school work together for some time, and later it emerges into unwritten rules to which they adapt so that they can work well together from one generation to another. Lieberman, Saxl and Miles (1988, 1991), on the other hand, evaluated how teachers became leaders in their school and found that leaders learned about their school culture as if it was a new experience for them (p.167).

School culture is difficult to embrace, as there are multiple definitions (Barth, 2002; Deal & Peterson, 2009; Pritchett, 2012). It is a repeated process that reflects the collective ideas, assumptions, and beliefs that indicate the school’s identity and behavioural outcomes. Not only professional development, cooperation, and leadership practices are necessary for contributing positively to the quality of the schools (Cavanagh & Dellar, 2001), but a set of values and goals that contribute to the quality of the daily school routine is also established. In this part, although studies on school culture have grown globally over the years (Hongboontri & Keawkhong, 2014; Glusac, Tasic, Nikolic, Terek & Gligorovic, 2015; Ohlson, Swanson, Adams-Manning, & Byrd, 2016; Karadag & Oztekin-Bayir, 2018; Harris, 2018) yet it seems dearth of extensive studies in Malaysian context. The study is designed to produce several outcomes by integrating strategic leadership and quality assurance system practices, which will directly and significantly influence the degree of school culture.

The researcher identified an apparent empirical gap in school culture’s prior research. Previous research has addressed several aspects of school culture: Culture’s influence on school climate (Roybal, 2018), teachers’ perception of the relationship between transformational leadership and school culture (Jeyasushma et al., 2017), and teacher perception of managing indiscipline among at-risk teenage students in Malaysia (Mansor, 2017). There is a lack of rigorous research in the prior literature. Some of these unexplored variables appear to be important and worthy of investigation in the context of school culture. An empirical investigation of these issues is important because school culture has a positive yet significant influence on school effectiveness as well as performance.

### **Research objectives and questions.**

The general purpose of this study is to investigate if the school leaders’ SEL and QA directly affect the SC. The specific objectives of the study are as follows:

- [RO<sub>1</sub>] To examine the perception levels of Malaysian Risky School (MRS) leaders about their SEL, QA practices, and SC.
- [RO<sub>2</sub>] To examine if the SEL practices of Malaysian Risky School (MRS) leaders directly affects the SC of Malaysian Risky Schools (MRS).
- [RO<sub>3</sub>] To examine if the QA practices of Malaysian Risky School (MRS) leaders directly affects the SC of Malaysian Risky Schools (MRS).

[RO<sub>4</sub>] To determine if the hypothesized school culture model of Malaysian Risky Schools (MRS) is valid and reliable.

Based on the specific research objectives above, this study aims to answer the following research questions:

[RQ<sub>1</sub>] What are the perception levels of Malaysian Risky School (MRS) leaders about their SEL and QA practices, and SC?

[RQ<sub>2</sub>] Does SEL practices of Malaysian Risky School (MRS) leaders directly affects the SC of Malaysian Risky Schools (MRS)?

[RQ<sub>3</sub>] Does QA practices of Malaysian Risky School (MRS) leaders directly affects the SC of Malaysian Risky Schools (MRS)?

[RQ<sub>4</sub>] Does the hypothesized school culture model of Malaysian Risky Schools (MRS) is valid and reliable?

### **Research Conceptual Framework**

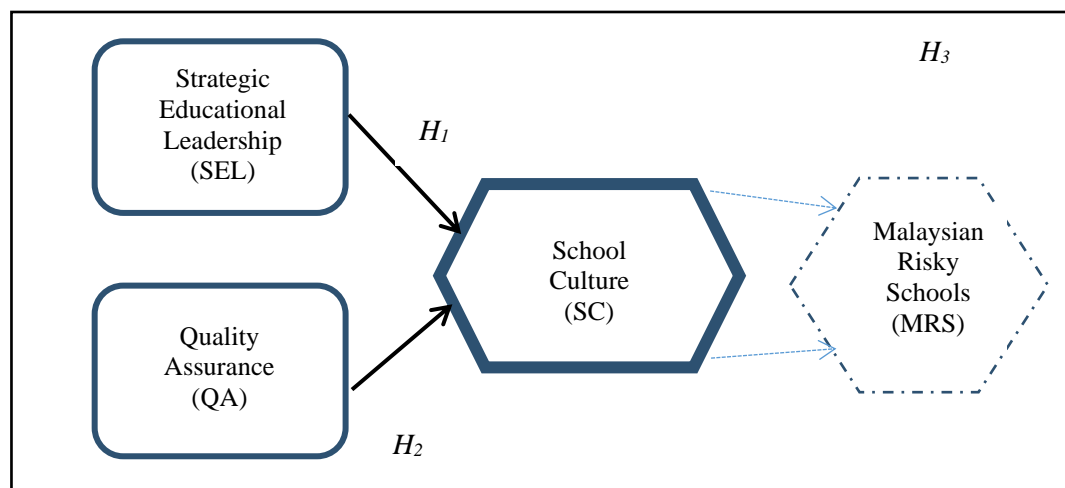
This section mainly demonstrates the conceptual framework of the study, which is based on the review of relevant literatures. A conceptual framework is a mandatory ingredient of a quality research (Adom & Hussein, 2018) either it is in written form or visual representation of an expected relationship between the variables. The study's main aim is to examine if the SEL and QA of the educators concerned is directly affect the SC. In research language, the study aims to determine if the SEL and QA directly influence the SC. As exhibited by the Figure 1, the relationships between independent variables and a dependent variable is linear in nature, whereby the two independent variables run from left to the right predictably.

This study focuses on research-based and theoretical links between SEL and QA towards SC. The variables identified in this framework were attained and extracted from the existing literature. The SEL theory is based on the SEL models of Davies and Davies (2004) and Hairuddin (2012 & 2016). SEL is considered as a crucial component in long term school effectiveness and school improvement strategy. Strategic educational leaders are those that involve by conceiving and implementing successful strategies (Stan, 2013 in Mohammad Jaradat & Al-Rabie Mashhour, 2017). Such leadership has two different strategies associated with it, namely Organisational Capability and Individual Characteristics (Mardar, 2013; Hairuddin, 2012 & 2016; Davies & Davies, 2004 & 2005).

The second main theory explicates QA based on a popular quality assurance model in educational settings, particularly the Deming Cycle Model (Deming, 1950). This model is considered appropriate for the continuous improvement of school quality teaching and learning. Deming Cycle Model consists of four repetitive steps: Plan, Do, Check, and Act (PDCA). Furthermore, QA is somehow in relation to an evaluation model by (Stufflebeam, 1983 & 2003) particularly the Context,

Input, Process and Product (CIPP) Model. The CIPP model is an effective model in evaluating the quality of education in schools and for program improvements (Stufflebeam, 2003).

Finally, the School Culture (SC) is represented by Competing Values Framework (CVF) with four culture types particularly clan, adhocracy, market, and hierarchy, respectively, is used to determine a school's organisational culture and dynamics (Quinn & Cameron, 1999 & 2006). Compared to CVF, the Denison Model (1997) identified four basic characteristics of organisational culture particularly involvement, consistency, adaptability, and mission, with each of them having three sub-groups, resulting in organisational effectiveness and efficiency.



Sources: *Hairuddin (2012); Davies and Davies (2005); Walton (1990); Quinn & Cameron (2006); Bandura (1977, 1999)*

Figure 1: Conceptual Framework of the Study

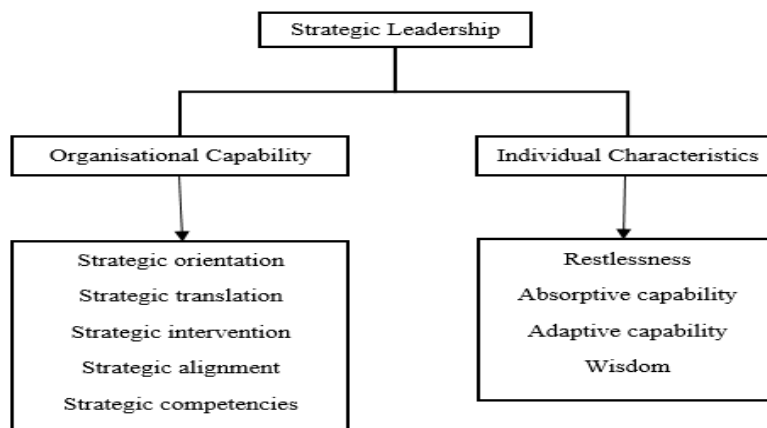
## LITERATURE OVERVIEW

### Strategic Educational Leadership (SEL).

Leadership competence with strategic elements such as strategic leadership model must be developed if the schools are to sustain school performance and move into deep learning. This model is appropriate for strategic leaders as it theoretically develops the individual characteristics (unhappiness or restlessness with the present, absorptive capacity, adaptive capacity and wisdom) and organisational capability (strategically focused, a policy put into action, people and organizations coordinated, successful strategic intervention points established, and strategic skills developed). Besides, this model guides them in influencing their subordinates to accomplish the organization's vision and mission (Davies & Davies, 2004 & 2006; Hairuddin, 2012 & 2016). Obviously, it also connects the leaders with organisations' ability and intelligence, understanding problem solving, and finding a strategic relationship among staff (Davies & Davies, 2004, 2006, & 2008). In short, this model explains the great

importance of organizational ability and individual characteristics in achieving the vision of the organizations.

The strategic leadership model by Davies and Davies (2004) as well as Hairuddin (2012 & 2016) is a crucial component in school effectiveness and school improvement in longer term. These types of leaders involve by conceiving and implementing successful strategies (Stan, 2013), and they have two different strategies for leadership: task-oriented and people-oriented (Mardar, 2013; Hairuddin, 2012 & 2016; Davies & Davies, 2004 & 2005) that can be associated with strategic leadership (Figure 2).



Sources: Adapted from Hairuddin, 2012; Davies & Davies, 2005.

Figure 2: Strategic Educational Leadership (SEL) Model

Eacott (2008) echoed that Strategic leadership is considered a critical issue for school leaders, and it is therefore critical to meet the needs of the communities, which has been overlooked in the current educational leadership literature. It is due to the reason stated in their meta-analytic analysis of unpublished work by Leithwood and Sun (2012), by which they raised that effective leadership models include many of the same practices and concluded that researchers and practitioners had to give more attention to the impact of specific leadership practices especially on school improvement and less to leadership models.

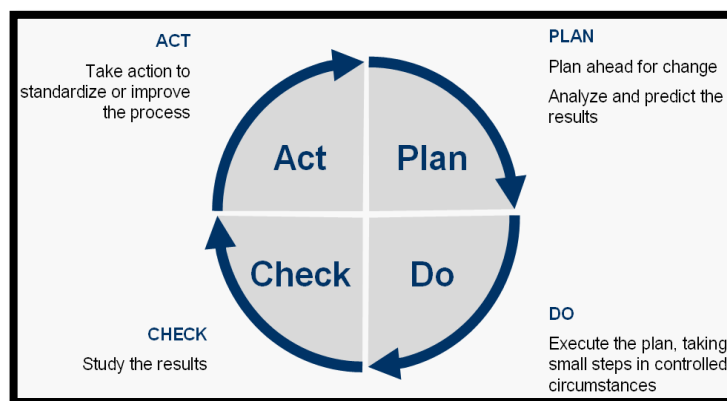
This study used the nine-point model of strategic leadership, which integrates five organisational capabilities and four individual characteristics of strategic leaders (Davies, 2004; Davies & Davies, 2006 & 2009). There are a few strong arguments for using this model in this study. Firstly, Davies is one of the most prominent experts in strategic leadership in educational management and leadership, (Davies, 2004; Davies and Davies, 2006 & 2009). Secondly, strategic leadership is rather a new concept in Malaysian educational system. Thirdly, the model appears to be applicable in the current state of Malaysian education, where the government is focusing on the outcomes as outlined in the Malaysian Education Blue Print 2013-2025. Finally, the Malaysian risky school leaders are expected to practice

all nine strategic leadership characteristics. Possessing the strategic leadership characteristics is important as it facilitates and drives the strategic cycle of a strategically focused school (Davies, 2004; Davies & Davies, 2004, 2006, & 2009; & Eacott, 2008). In regard to the previous discussion, the following hypothesis will be tested:

*H<sub>1</sub>: The strategic educational leadership (SEL) practices of Malaysian Risky School (MRS) leaders directly affects the School Culture (SC) of Malaysian Risky Schools (MRS).*

### Quality Assurance (QA) Practices

The quality assurance practices in educational settings, is based on a Shewhart Cycle Model and later was popularized W. Edward Deming in 1950. This model is found appropriate for the continuous improvement of school quality and learning. It consists of a plausible series of four repetitive steps: Plan, Do, Check, and Act (PDCA) (Figure 3).



Source: Adapted from Deming (1950).

Figure 3: Quality Assurance PDCA Model.

Stufflebearn (2000, & 2003) stated four aspects of quality evaluation at the school level particularly context, input, process and product, and also focusing on the aspects of educational objectives, mission and goals. This is correspondence to the Deming cycle model, ‘Plan-do-check-act’ (PDCA), which focuses on continuous quality improvement of teaching and learning (Deming, 1950, 1982). ‘Plan’ is the phase of making strategies and plan, ‘do’ is where the plans and strategies are implemented, ‘check’ is where the effectiveness of the processes and activities are monitored and evaluated, and finally ‘act’ is when actions are identified and planned to improve the system, based on the results of the ‘check’ phase.

In Malaysian educational context, the employment of school inspectors or inspectorates is one of the quality assurance approaches. Although, it is mandatory to appoint educators as the advocate of quality assurance, however, there are countries still recruiting non educators to carry out the similar

responsibilities. Consequently, any failures that occur in schools during the quality assurance inspection will always be laid on the teachers. So, quality assurance must not falsify the system in order for the educational institutions to focus on the efforts in meeting the benchmark set by the external agencies. Based on the discussions, the study will test the following hypothesis.

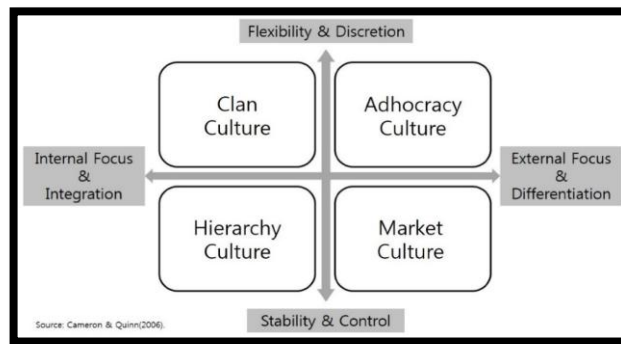
*H<sub>2</sub>: The Quality Assurance (QA) practices of Malaysian Risky School (MRS) leaders directly affects the School Culture (SC) of Malaysian Risky Schools (MRS).*

### **School Culture (SC).**

The relationship between culture and school is well-entrenched. The concept of school culture is not new, but still there is no clear and consistent universal definition of this term, especially in education, which resulted in measurement difficulty (Van Houtte, 2005; Schoen & Teddlie, 2008; Pritchett, 2012). Deal (1993) stated that the word culture had been synonymously used with other terms such as climate, ethos and saga. Culture was first introduced in the field of anthropology (Kroeber & Kluckhohn, 1952) and developed into sociology and psychology areas and finally expanded into the area of organisational studies for organisational effectiveness. The idea and development of culture have been characterised as the accumulation of knowledge, practices and behaviours, but it has been understood as a political struggle with the emergence of postmodernism (Erickson, 1991). Regardless of Purkey's (1990) statement emphasising that school culture is performative, which means it provides goals and expresses bonds that can help move a school towards accomplishing its purposes, there has not been any systematic effort to develop its culture instruments/measurement.

Scholars and researchers such as Deal and Peterson (2009), Pritchett (2012), Gruenert and Whitaker (2015), feel the importance and need for a greater understanding of school culture because the problem of defining it is almost universally accepted, and there is no consensus of one definition fits all (Deal & Peterson, 2009, p. 7). It is proved by Daly (2008) that 156 different definitions of school culture existed by 1952. Similarly, Seashore Louis and Lee (2016) argued that there is less general agreement around the definition of school culture or its basic component. For over two decenniums, Sarason (1971) has been pointing out his view and standing that having a better understanding of school culture is indeed necessary for creating an effective school reformation. Further, Sarason (1990, 1991, & 1996) also mentioned that school culture must be changed to reform the schools and/or recreate them as communities. Hence, the Competing Values Framework (CVF) below (Figure 4), is finally suggested where it consists of four culture types-clan, adhocracy, market and hierarchy respectively, in determining the organizational culture dynamics (Quinn & Cameron, 1999, & 2006). The study has suggested the following hypothesis for testing.

*H<sub>3</sub>: The hypothesized generated School Culture model of Malaysian Risky Schools (MRS) is valid and reliable.*



Source: Adapted from Cameron and Quinn (2006)  
Figure 4: School Culture-Competing Values Framework (CVF)

## METHODOLOGY

### Research design

As per Muijs' (2004) and Saiyidi Mat Roni, Merga and Morris (2020) contextualization, this study adopted the quantitative design due to its quantified objectives and research questions. This design was also chosen to explain the causal relationships among the variables and to examine the impact of strategic educational leadership and quality assurance system practices on school culture. This study utilized a cross-sectional survey method because the data on SEL, QA and SC were collected from the school leaders after their opinions and perceptions of the three constructs were already well-formulated. Besides, the cross-sectional one-shot survey design is relevant as the data were collected at only one point in time (Creswell, 2014). The study used Likert scale survey questionnaire as it allowed the ordinal data to be captured on the practices of SEL, QA and SC of risky secondary schools in Malaysia.

### Population and sampling

The population of this study comprised 384 risky secondary schools in Malaysia which represented by the school principals and three deputy principals. They were considered as experienced education professionals who directly involved in the administration and amelioration of the 384 risky schools throughout Malaysia. As each school was represented by four top educational leaders, the population drawn from the 384 secondary risky schools should be 1,536. Hence, taking into account the three important parameters, i.e., the population size ( $N = 384$ ), 5% margin of error and 95% confidence level, the minimum sample size of schools was  $n1 = 193$ . Based on the same parameters used in deciding the minimum number of schools, therefore from the  $N=1,536$  population, the minimum sample extracted was  $n2=308$  sample size. In other words, a minimum of 308 top school leaders were included in the final survey sample to represent the minimum sample of 193 risky schools in Malaysia.

### Instrumentation, piloting and data collection methods

Being a cross-sectional survey, this study used a 5 points Likert scale (Nemoto & Beglar, 2014),

structured and self-administered questionnaires for data collection. The questionnaire was intended to measure the variables related to Malaysian risky schools such as SEL, QA and SC. For SEL variable, the study had prepared a 5-point Likert scale instruments anchored by “1 = very untrue of me”, “2 = untrue of me”, “3 = neutral”, “4 = true of me”, and “5 = very true of me”. As for the other two constructs, QA and SC, each section required the respondents to provide their responses using a 5-point agreement scale comprising “Strongly Disagree (1)”, “Disagree (2)”, “Not Sure (3)”, “Agree (4)”, and “Strongly Agree (5)”. The instrument was divided into four sections particularly: **Section A** attempted to obtain the information on seven demographic variables such as *gender, age, highest academic qualification, professional qualification, years of service, current position as an educational leader, and years of experience in current position as an educational leader*. **Section B** measured the SEL construct using items that were partly adapted from Davies (2004), Davies and Davies (2004), Hitt and Hoskisson (2007), Eacott (2008) and Hairuddin et al. (2012, 2015, 2017, & 2018). It comprised 49 items assessing the selected Malaysian risky schools’ leaders’ perception on SEL practices. **Section C** consisted of 39 items gauging the leaders’ perceptions towards QA of their respective schools. The instruments in calibrating QA were adapted from Deming (1950 & 1982), Rumane (2011) and Lasisi et al. (2011 & 2015). As for **Section D**, the original versions of Quinn’s CVF questionnaire (Quinn, 1988) and Organisational Culture Survey (Denison et al., 2006) were adapted, which encompassed 36 items that intended to assess the four school cultures particularly clan, adhocracy, market, and hierarchy.

The selected population for the instrument pilot testing was the Malaysian risky schools in Selangor and Kuala Lumpur. Out of 193 Malaysian risky schools throughout Malaysia, 48 Malaysian risky schools were found in Selangor and Kuala Lumpur. Twenty (20) out of 48 schools were piloted (Treece & Treece, 1982; Baker, 1994; Connelly, 2008). Out of the 80 questionnaires sent to the 20 schools, 77 were returned (96.3% response rate). Three returned questionnaires were discarded from the analysis as they contained too many missing values and leaving the pilot sample with 77 respondents. Some of the items had to be condensed and reworded to improve the respondents’ understanding and interpretation of them during the final phase of data collection. The final data were collected over a three-month period for this study. All 193 hotspot schools in Malaysia that were involved in the study, with the exception of those in Kuala Lumpur, Selangor, and Putrajaya, were required to mail the completed survey questionnaires using the self-addressed envelopes provided.

### **Statistical analysis techniques**

The analysis procedures commenced with coding and integrating the data into SPSS, followed by the cleaning and screening processes to detect errors, missing values, and outliers in the data set. Skewness and kurtosis values were used to test the multivariate assumption of normality, while the presence of outliers in the data is traced using Boxplots and Mahalanobis Distance (Hair, Black, Babin & Anderson, 2014). Two fundamental statistical analyses were carried out on the screened data, namely descriptive statistics, which were employed to address Research Question 1 (RQ<sub>1</sub>) and structural equation

modelling (SEM) for the remaining three research questions. These two analyses were preferred as they were considered the most appropriate and robust techniques to answer the research objectives and research questions (Hair, Black, Babin & Anderson, 2010; Tabachnick & Fidell, 2014).

## RESULTS

The study attempted to address [RQ<sub>1</sub>]. Descriptive statistics approach is an appropriate statistical technique to be applied for RQ<sub>1</sub>. Table 1 exhibited below is used for discussions. In case of SEL- Organizational Capabilities construct, Strategic Orientation (SLSO) scored the highest value ( $M = 4.55$  &  $SD = .402$ ), followed by strategic alignment (SLSA) ( $M = 4.43$  &  $SD = .388$ ), strategic translation (SLST) ( $M = 4.35$  &  $SD = 3.94$ ) and strategic competencies (SLSC) ( $M = 4.30$  &  $SD = .390$ ). Strategic intervention (SLSI) scored the lowest ( $M = 4.21$ ,  $SD = .413$ ). As for the SEL- Personal Characteristics construct, the highest score was Wisdom (SLW) ( $M = 4.46$  &  $SD = .366$ ), followed by Restlessness (SLR) ( $M = 4.42$  &  $SD = .400$ ), Absorptive capacity (SLAB) ( $M = 4.33$  &  $SD = .386$ ), and finally Adaptive capability (SLAD) ( $M = 4.24$  &  $SD = .390$ ).

Pertaining to the QA practices perception levels, Plan (QA) ( $M = 4.34$  &  $SD = .403$ ) the scored the highest values, followed by Act (QAA) ( $M = 4.28$  &  $SD = .453$ ), Do (QAD) ( $M = 4.26$  &  $SD = .411$ ), and Check (QAC) ( $M = 4.22$  &  $SD = .403$ ). Regarding SC construct, Clan culture (SCCOL) ( $M = 4.53$  &  $SD = .374$ ) scored the highest values, while Adhocracy Culture (SCCRE) ( $M = 4.16$  &  $SD = .408$ ) scored the lowest. The remaining constructs Market culture (SCCOM) scored  $M = 4.38$  &  $SD = .397$ , while Hierarchy culture (SCCON) scored  $M = 4.32$  and  $SD = .410$ .

Table 1: The Malaysian Risky School (MRS) leaders' perception levels of SEL, QA practices, and SC.

Construct measured	No. of items	Mean (M)	Standard deviation (SD)	Perception Levels
<b>SEL - Organizational Capabilities (OC)</b>				
<i>Strategic orientation (SLSO)</i>	5	4.55	.402	(1) High
<i>Strategic translation (SLST)</i>	5	4.35	.394	(3) High
<i>Strategic alignment (SLSA)</i>	5	4.43	.388	(2) High
<i>Strategic intervention (SLSI)</i>	4	4.21	.413	(5) High
<i>Strategic competence (SLSC)</i>	5	4.30	.390	(4) High
<b>SEL - Personal Characteristics (PC)</b>				
<i>Restlessness (SLR)</i>	5	4.42	.400	(2) High
<i>Absorptive (SLAB)</i>	5	4.33	.386	(3) High

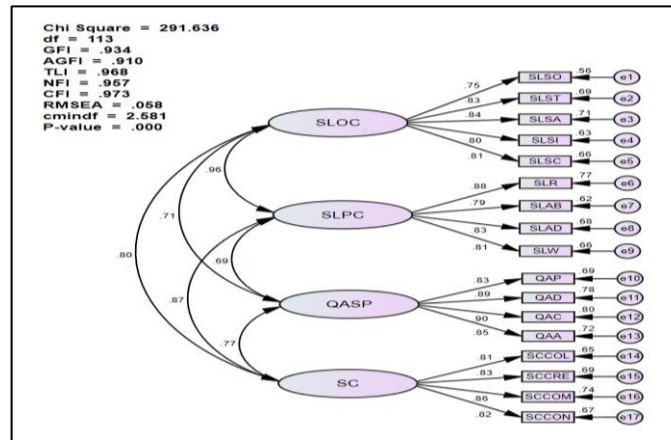
<i>Adaptive (SLAD)</i>	6	4.24	.390	(4) High
<i>Wisdom (SLW)</i>	9	4.46	.366	(1) High

Construct measured	No. of items	Mean (M)	Standard deviation (SD)	Perception Levels
<b>Quality Assurance (QA) Practice</b>				
<i>Plan (QA)</i>	12	4.34	.403	(1) High
<i>Do (QAD)</i>	10	4.26	.411	(3) High
<i>Check (QAC)</i>	11	4.22	.403	(4) High
<i>Act (QAA)</i>	6	4.28	.453	(2) High

Construct measured	No. of items	Mean (M)	Standard deviation (SD)	Perception Levels
<b>School Culture (SC)</b>				
<i>Clan Culture (Collaborate) (SCCOL)</i>	11	4.53	.374	(1) High
<i>Adhocracy Culture (Create) (SCCRE)</i>	10	4.16	.408	(4) High
<i>Market Culture Compete) (SCCOM)</i>	10	4.38	.397	(2) High
<i>Hierarchy Culture (Control)(SCCON)</i>	5	4.32	.410	(3) High

**Notes:** Level = Low (1 – 1.66); Medium (1.67 – 3.33); High (3.34 – 5.00)

Initially the study attempted to determine the inter-relationship (Figure 5) between all four variables (SLOC, SELC, QA and SC). The overall measurement model shows a good model fit which was consistent with the data, with  $\chi^2 (113) = 291.636$  and  $p = .000$ , indicating an adequate fit between the covariance matrix of the observed data and the implied covariance matrix of the model. The  $cmin/df = 2.581$  and  $RMSEA = .058$  reflected a good fit, whereby they fell between the adequate range of  $< 3.0$  and  $< .08$ , respectively. As for the other fit indices, like the  $GFI = .934$ ,  $AGFI = .910$ ,  $TLI = .968$ ,  $NFI = .957$ , and  $CFI = .973$ , were significantly greater than the threshold value of  $.90$ . Regarding the parameter estimates, all loading were greater than  $.60$ . The  $R^2$  values are also higher than  $.25$ , which means that no items would be removed from this model.



*Note: Strategic Leadership-Organizational Capabilities (SLOC); Strategic Leadership-Personal Characteristics; Quality Assurance (QA) Practice & School culture (SC).*

Figure 5: Measurement Model of the Constructs in the Study

Pertaining to  $[RQ_2]$ , which corresponds to Hypothesis  $H_1$ , the study attempted to employ the full-fledged Structural Equation Modelling (SEM) on the relationships of the SLOC, SLPC, QA and SC variables (Figure 6). The summary of SEM results as exhibited by Table 2 and Figure 6 are essential for discussions. For  $RQ_2$  and  $H_1$  the direct path coefficient between  $SL \rightarrow SC = .724$ , which was statistically significant. This was also proven by  $p = .001$  for both  $SL \rightarrow SC$ . As for the CR,  $SL \rightarrow SC$  was found significant and supported as the Critical Ratio (CR) values were above the threshold value of 1.96 (in Table 2). Thus, there is a significant and direct relationship between SL and SC and therefore,  $H_1$  was supported. The study concluded that the Malaysian risky schools' culture was significantly affected or influenced by school leaders' strategic educational leadership (SEL) practices.

Table 2: Regression Weight of Each Path.

			Standardised Estimates	Unstandardised Estimates	Standard Errors (SE)	Critical Ratio (CR)	P	Results
SC	<--	QA	.424	.518	.047	10.977	.001	Significant
SC	<--	SEL	.724	1.122	.074	15.066	.001	Significant

Pertaining to  $[RQ_3]$  which corresponds to Hypothesis  $H_2$ , the study had attempted to employ a full-fledged SEM on the relationships of the variables involve (Figure 6). The summary of SEM results are exhibited by Table 2. For  $RQ_3$  and  $H_2$ , the direct path coefficient between  $QA \rightarrow SC = .424$ , was considered statistically significant. This was also proven by  $p = .001$  for  $QA \rightarrow SC$ . As for the Critical Ratio (CR), the  $QA \rightarrow SC$  was found significant and supported as CR values was above the threshold value of 1.96 and hence  $H_2$  was supported. The study concluded that the Malaysian risky schools' culture was significantly affected and influenced from school leaders' quality assurance (QA) practices.

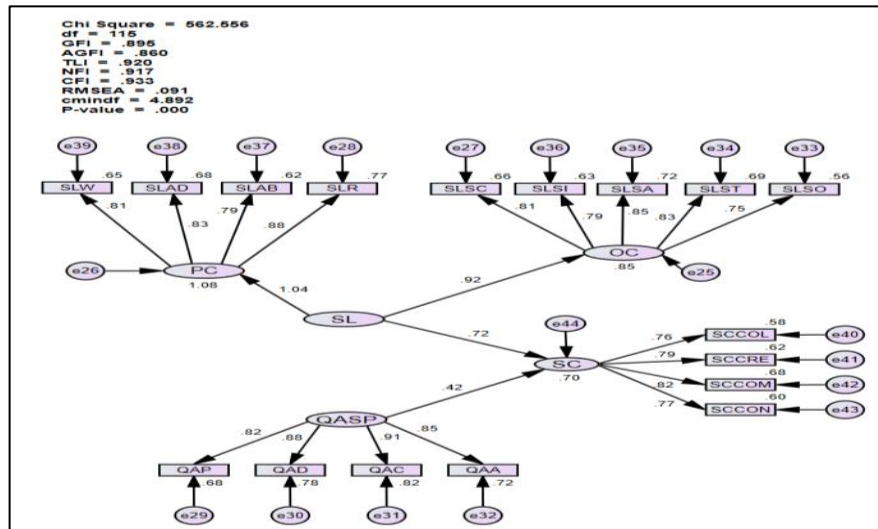


Figure 6: Generated Hypothesized School Culture Model of the Study

Pertaining to  $[RQ_4]$  which corresponds to Hypothesis  $H_3$ , the study also attempted to employ a full-fledged SEM on the relationships of the variables involved. The causal relationship between SEL, QA and SC were examined via the proposed structural model of the study. The proposed structural model of this study comprised of 17 indicators from three latent variables. Statistically, the interrelationship between these indicators were significant. The goodness of fit indices of the structural model were all considered within the threshold values:  $cmin/df = 4.892$  and  $RMSEA = .091$ . The other fit indices also reflected good fit values, such as  $GFI = .895$ ,  $AGFI = .860$ ,  $TLI = .920$ , and  $CFI = .933$ , which fell beyond the acceptable threshold value of  $.85$ . The above results proved that the proposed structural model of the study was valid and reliable and therefore truly represents the *Malaysian Risky School Culture model*. Hypothesis  $H_3$  was supported.

## DISCUSSIONS

In regard to the revised *Malaysian Risky School's Culture model*, it was confirmed that there was a positive and significant direct effect or influence of SEL on SC. The justification of the finding was based on the standardized direct effects result between SEL and SC (.724) which was more than  $.05$  threshold value as exhibited by Table 2 of this study. The finding from this study was in full complement with the findings of Chen et al., (2016) that there was a significant positive correlation between principal's positive leadership and school culture. This was also supported by Atasoy's (2020) study that school culture had significantly benefited from its relationship with strategic educational leadership. In addition, other researchers rationalized that school culture gained substantial benefits from its relationship with the several leadership styles and the organizational image (Kalkan et al., 2020). The findings also had the tendency in line with another study by Ismail et al (2020), Atasoy (2020) and Hallinger and Heck (1998). Hence, this study was consistent with the previous research findings and has quantitatively indicated that SEL of the school leaders influenced on the SC and finally

has its effect on the management of Malaysian Risky Schools. Therefore, the study recommended that much emphasis should be given to both school leaders' SEL and SC to boost the RS in Malaysia. Since none similar studies had been conducted in Malaysia with regard to influence of SEL on SC for MRS, it might be concluded that the findings of this study is the first of its kind and have contributed significantly to the body of knowledge on SEL, SC, and MRS.

The findings from the direct causal relationship of QA practice on SC and MRS were based on  $RQ_3$ . Based on the findings, QA practice of Malaysian Risky School leaders perceived that the QA practices were adopted and applied by the school leaders. The rationale of the finding was based on the standardised direct causal relationship result (.424) which was far greater than the threshold value of .05 as shown in Table 2. Although the finding has indicated that there was a significant direct relationship of QA towards SC, therefore it was proved that SC had gained substantial benefits from QA practices of the MRS school leaders. The finding of this study was somewhat corresponded to Rahayu et al. (2020) whereby all factors related to QA practices in schools somewhat positively and directly affected the SC.

In contrast, Lasisi's (2016) had revealed that the QA practices of the established Malaysian Higher Education Institutions (MHEI) found very weak direct effect on the organizational culture (OC). The finding also had indicated that there is a need for SC of the established MHEI to strengthen their involvement despite the circumstances of QA practices towards the organization. Fauziah et al. (2010), on the other hand, emphasized that commitment through constant orientation in SC has important effect in Higher Education Institutions (HEI). The findings of the positive and direct effect of QA practices on the SC, also complied with Doherty's (2008) and Dill's (1995) findings whereby when the decision-making in the SC is not positively encouraging, it is difficult for an organization to positively increase the quality (McGregor, 1960; Deming, 1982; Edward, 2002). This study has played a crucial role in identifying that QA practices had positively affected the SC. Even though no similar studies with respect to QA practices direct effect on SC in regard to the MRS, it could be concluded that the findings of this study is a first of its kind and contributed significantly to the QA, SC and MRS body of knowledge in Malaysia in particular.

Based on the  $RQ_4$ , the results pointed out that the generated hypothesized school culture model of MRS was valid and reliable and therefore accepted as the School Culture Model of Malaysian Risky Schools (MRS). This study empirically attempted to analyse the school leaders' perceptions of SEL and QA practices towards SC that had not been thoroughly examined in countries such as Malaysia. Most studies on SEL, QA, and SC indeed had been conducted based on other social backgrounds instead of the Malaysian social background, notably in the setting of Malaysian government schools.

The evidence drawn from the generated models, implies that SEL and QA are significant influencers of the SC in Malaysia, although they remain critical factors in the governance of SC due to

their significant relationship with each other. As Malaysia is heading towards an educational hub as education providers in Asia, school leadership and quality assurance are given utmost importance in educational institutions by the government (Malaysia Education Blueprint 2013 – 2025). Thus, school leaders must adapt and taking into account to these variables into their educational planning and implementation. To validate all the factor models of SEL, QA, and SC, detailed understanding and verification must be performed with specific references made to SEL, QA, and SC across all school types in Malaysia.

In the context of Malaysian schools setting, this study provides practical input to fundamental research. The findings of this study will indeed facilitate the practitioners and the policymakers in their efforts to design and implement pertinent courses and workshops that promote the development of SEL and QA among school leaders. The courses or workshops should also help build school leaders' skills or competencies to cultivate a positive SC in them to strive towards creating a safer school environment. This is because a safe school requires continuous enhancement and an integrated approach of SEL QA, and SC. This could result in having competent school leaders that will, in turn, generate and boost the quality of the school. Next, understanding, implementing, and monitoring the needs of SEL, QA, and SC may contribute positively and significantly to the study model. The integration of SEL, QA, and SC will act as a pillar of support for the school leaders in boosting the quality and ensuring the impact of these variables in SC. Failure to monitor school leaders in their implementation of these variables in SC may likely cause more limitations surrounding the schools in Malaysia.

## **CONCLUSION**

This research was administered quantitatively, using a non-experimental and cross-sectional design, and proceeded to show the interrelationships among the variables in its treatment and simultaneous comparison of the many different variables. Future research should consider replicating the study using longitudinal or mixed-methods procedures to determine the factors at play in influencing school leaders' SELs and QAs and their relationship with SC of risky schools. Besides, in order to further develop the capacity and competencies of Malaysian school leaders, the intricacies of the interrelationships involving SEL, QA, and SC should be further investigated across all levels of the Malaysian national school system, such as the preschool, primary, secondary, post-secondary, and special education levels, to build a database of effective school management practices and guidelines for the benefit of Malaysian school leaders.

As a conclusion, this study has enriched the body of knowledge on school management and school quality, improved the research literature on SEL, QA, and SC, supported the efforts of stakeholders, practitioners, and future researchers, both directly and indirectly, in improving the quality of Malaysian schools. Comparably, for Malaysia's public primary and secondary schools, the research augments current reformation initiatives towards excellent school leadership and management. This research

makes it possible to further test additional relationships between variables and validate the SC model developed for future studies.

## REFERENCES

- Adom, D. and Hussein, E.H. (2018) Theoretical and Conceptual Framework: Mandatory ingredients of a Quality Research. *International Journal of Scientific Research*, Jan, 7(1), pp. 438–440
- Atasoy, R. (2020). The Relationship Between School Principals' Leadership Styles, School Culture and Organizational Change. *International Journal of Progressive Education*, 16(5), 256-274. doi: 10.29329/ijpe.2020.277.16
- Baker, T.L. (1994). *Doing Social Research* (2nd Edn.), New York: McGraw-Hill Inc.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1999). *A social cognitive theory of personality*. In L. Pervin & O. John (Eds.), *Handbook of personality*. New York, Guildford Publications: 154-196. *Psychological review* 106(4), 676.
- Barth, R. (2002). “*The culture builder*”, *Educational Leadership*, 59 (8), pp. 6-11.
- Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture*. Reading: Addison-Wesley.
- Cameron, K.S., & Quinn, R.E. (2006). *Diagnosing and changing organizational culture*. Reading: Addison-Wesley. *Based on the Competing Vales Framework* (Revised. Ed.). San Francisco, CA: Jossey-Bass.
- Cavanagh, R. F., & Dellar, G. B. (2001a). *School improvement: Organizational development or community building?* Paper presented at the Annual Conference of the Australian Association for Research in Education.
- Cohen, M. (1983). *Instructional management and social considerations in effective schools*. In A. Odden & L.D. Webb (Eds.), *School Finance and Improvement: Linkage for the 1980's* (Fourth Annual Yearbook). Cambridge, MA: American Education Finance Association.
- Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-2.
- Creswell, J.W. (2014). *Research design*. New York: Sage Publications Inc.

- Daly, Tom. (2008). School culture and values-related change: Towards a critically pragmatic conceptualisation. *Irish Educational Studies - IR EDUC STUD.* 27. 5-27. 10.1080/03323310701837822.
- Davies, B. (2004). *Developing the strategically focused school, School Leadership & Management*, 24(1), 11–27.
- Davies, B. J. & Davies, B. (2004). *Strategic leadership. School Leadership & Management*, 24(1), 29–38.
- Davies, B. & Davies, B. J. (2005). Strategic Leadership. In B., Davies (Ed.), *Essentials of school leadership*. London: Paul Chapman Publishing.
- Davies, B.J. & Davies, B. (2006). “Developing a model for strategic leadership in schools”, *Educational Management, Administration & Leadership*, Vol. 34 No. 1, pp.121-39.
- Davies, B.J., & Davies, B. (2008). Strategic leadership.
- Davies, B. & Davies, B.J. (2009). *Talent Management in Academies* (London: Specialist School & Academies Trust).
- Deal, T. (1988). The symbolism of effective schools. In A. Westoby (Ed.) *Culture and power in educational organizations*. Philadelphia: Open University Press.
- Deal, T. E. (1993). The culture of schools. In M. Shaskin & H. J. Walberg (Eds.), *Educational leadership and school culture* (pp. 3 – 18). Berkeley, CA: McCutchan Publishing Company.
- Deal, T. E. & Peterson K. D. (1990). *The principal's role in shaping school culture*. Washington, D.C.: Office of Educational Research and Improvement.
- Deal, T. E., and Peterson, K. D. (1994). *The Leadership Paradox: Balancing Logic and Artistry in Schools*. San Francisco: Jossey-Bass.
- Deal, T.E. & Peterson, K.D. (2009). *Shaping School Culture: Pitfalls, Paradoxes, & Promises*, Jossey-Bass Inc., Publishers, San Francisco, CA.
- Deming, W.E. (1950). *Elementary Principles of the Statistical Control of Quality*, JUSE
- Deming W. E. (1982). *Quality, Productivity and Competitive Position*. Massachusetts Institute of Technology Press, Cambridge, MA.
- Denison, D. R., Janovics, J., Young, J., & Cho, H. J. (2006). Diagnosing organizational cultures:

Validating a model and method. *Documento de trabajo. Denison Consulting Group*, 1-39.

- Dill, D. (1995). Through Deming's eyes: A cross-national analysis of quality assurance policies in higher education, *Quality in Higher Education*, 11(1), 5-14.
- Doherty, G.D. (2008). On quality in education, *Quality Assurance in Education*, Vol.16, no.3, p.255-265.
- Donahoe, T. (1997). Finding the way: Structure, time, and culture in school improvement. In M. Fullan (Ed.), *The Challenge of School Change*, IRI/Skylight Training and Publishing, Arlington Heights, Illinois, pp. 235-254.
- Eacott, S. (2008). *Strategy in education leadership: in search of unity*. Journal of Education Administration, 46(3), 353-75.
- Edward, S. (2002). *Total Quality Management in Education*, London: Kogan Page Ltd.
- Erickson, F. (1991). *Conceptions of school culture: An overview*. In N.B.
- Fauziah Noordin, Safiah Omar, Syakirarohan Sehan, Shukriah Idrus (2010) : Organizational Climate And It. Influence On Organizational Commitment International Business & Economics Research Journal Volume Number 2
- Finnan, C. (April 2000) *Implementing school reform models: Why is it so hard for some schools and easy for others?* Paper presented at the meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED446356).
- Giroux, H.A. (1988). *Teachers as Intellectuals: Towards a Critical Pedagogy of Learning*. Boston, MA: Bergin & Garvey Inc.
- Glušac, D., Tasic, I., Nikolic, M., & Gligorovic, B. (2015). A study of impact of school culture on the teaching and learning process in Serbia based on school evaluation. *International Journal of Leadership in Education*, 12(2), 255-268.
- Goodlad, J.I. (1984). *A place called school: Prospects for the future*. New York: MacGraw-Hill Book Co.
- Gruenert, S. (2008). *They are not the same thing*. National Association of Elementary School Principals. Retrieved from <http://www.naesp.org/resources/2/Principal/2008/M-Ap56.pdf>
- Gruenert, S. & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: ASCD.

- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Englewood Cliffs: Prentice Hall.
- Hair Jr.J.F., Black, W.C., Babin, B.J, Anderson, A.E. (2014). *Multivariate data analysis*. London: Pearson Education Limited.
- Hairuddin, M. A. (2012). The quest for strategic Malaysian Quality National Primary School Leaders. *International Journal of Educational Management*, 26 (1), 83 – 98.
- Hairuddin, M.A. (2016), “The strategic leadership fundamentals for schools”,IIUM Press Series of Text Book, IIUMPress, Kuala Lumpur, ISBN 978-967-418-435-3.
- Hairuddin, M. A. & Aniyath, A. (2015). Do strategic leadership and self efficacy among school leaders make a difference? *Asian Social Science*, 11(27), 219–234.  
<https://doi.org/10.5539/ass.v11n27p219>
- Hairuddin, M.A. & Inas, Z. (2017). “Strategic leadership practices and students’ aspiration outcomes: what works in Malaysian vocational colleges?”, *Al-Shajarah, Special Issue Education*, pp. 77-95.
- Hairuddin, M.A. & Inas, Z. (2018). Validating a model of strategic leadership practices for Malaysian vocational college educational leaders: A structural equation modeling approach. *European Journal of Training and Development*. 43. 10.1108/EJTD-03-2017-0022.
- Hairuddin, M.A. & Mohammed Borhandden Musah, (2012),"Investigation of Malaysian higher education quality culture and workforce performance", *Quality Assurance in Education*, Vol. 20 Iss: 3 pp. 289 - 309
- Hallinger, P., & Heck, R. H. (1998). Exploring the principal’s contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, 9(2), 157-191
- Harris, K. (2018). Educational Psychology: A Future Retrospective. *Journal of Educational Psychology*. 110. 163-173. doi.10.1037/edu0000267.
- Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. (2007). *Strategic Management: Competitiveness and globalitazion* (7<sup>th</sup> ed.). Mason, OH: Thomson/South Western.
- Hollins, E. (1996). *Culture in school learning: Revealing the deep meaning*. New Jersey: Lawrence Erlbaum Associates.
- Hongboontri, C. & Keawkhong, N. (2014). School Culture: Teachers' Beliefs, Behaviors, and Instructional Practices. *Australian Journal of Teacher Education*, 39(5).

- Ismail, M., Khatibi, A., & Azam, S. (2020). The Mediating Effect of School Culture in the Relationship Between Deputy Principal's Instructional Leadership and School Effectiveness in Government Schools in Maldives: *Malaysian Online Journal Of Educational Management*, 9(1), 21-37. Retrieved from <https://mojem.um.edu.my/article/view/27959>
- Jeyasushma, V., Chua Yan Piaw, Siaw Yan Li, & Kazi Enamul Hoque. (2017). *Teachers' perception on the relationships between transformational leadership and school culture in primary cluster schools. Malaysian Online Journal of Educational Management*. 5. 18-34. [10.22452/mojem.vol5no4.2](https://doi.org/10.22452/mojem.vol5no4.2).
- Kalkan, Ü., Altınay, F. A., Altınay, Z. G., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *SAGE Open*, 10(1), 1-15. Doi:10.1177/2158244020902081
- Karadag, E. & Oztekin-Bayir, O. (2018). The effect of authentic leadership on school culture: A structural equation model. *IJELM*, 6(1), 40-75. doi: 10.17853 / ijelm.2018.2858
- Kroeber, A. L., & Kluckhohn, C. (1952). Culture: a critical review of concepts and definitions. Papers. Peabody Museum of Archaeology & Ethnology, Harvard University, 47(1), viii, 223.
- Lasisi, A. A. (2016). *The effects of organizational quality management initiatives and mediating factor on the sustainability of Malaysian higher education institutions*. IIUM: Unpublished: Dissertation
- Lasisi, A. A. & Hairuddin, M. A. (2011). Leadership and Islamic management: basis for Quality Education, In Hairuddin Mohd Ali, (2011), *Quality Educational Management*, KL: IIUM Press.
- Lasisi, A. A. & Hairuddin, M. A. (2015). Achieving Sustainability in Nigerian Higher Education Institutions: Responsive Role of the Leaders, *Advances In Multidisciplinary & Scientific Research. AIMS Research Journal, Vol. 1, No.2*, p.9-16
- Lasisi, A. A., Hairuddin M.A. & Yassin S.N. (2011). *Leadership and strategic planning practice: Basis for quality education*. Binary University College, Malaysia.
- Leithwood, K. & Sun, J. (2012). The Nature and Effects of Transformational School Leadership. *Educational Administration Quarterly*, 48(3), 387-423. doi:10.1177/0013161x11436268
- Lieberman, A., Saxl, E., & Miles, M. (1988). Teacher leadership: Ideology and practice. In A. Lieberman (Ed.), *Building a Professional Culture in Schools*. New York: Teachers College Press. ED 300 877
- Lieberman, A., Saxl, E.R., & Miles, M.B. (1991). In N.B. Wyner (Ed.), *Current Perspectives on the*

*Culture of Schools* (pp. 165-180). Brookline, MA: Brookline Books.

Lightfoot, S.L. (1983). *The Good High School: Portraits of Character and Culture*. New York: Basic Books.

Mansor AN, Sanasi J, Nor MYM, Nasir NM, and Wahab JA (2017). Teacher perceptions of managing indiscipline amongst at-risk teenage students: A Malaysian study. *International Journal of Advanced and Applied Sciences*, 4(5): 112-119 <http://www.science-gate.com/IJAAS/V4I5/Mansor.html>

Mardar SM. (2013). *Leadership organization*. Carol I, Bucharest. National Defence University Publishing House.

McGregor, D.M. (1960). *The human side of enterprise*, New York, McGraw-Hill.

McLaren, P. (1999). *Schooling as a ritual of performance: Toward a political economy of educational symbols and gestures* (3rd ed.). Boulder, CO: Rowman & Littlefield Publishers, Inc

Mohammad Jaradat & Al-Rabie Mashhour. (2017). Strategic Leadership, *Ovidius University Annals, Economic Sciences Series*, Ovidius University of Constantza, Faculty of Economic Sciences, vol. XVII(1), pages 325-329, June.

Newman, F.M. & Associates. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco: Jossey-Bass.

Ohlson, M., Swanson, A., Adams-Manning, A., & Byrd, A. (2016). A culture of success—examining school culture and student outcomes via a performance framework. *Journal of Education and Learning*, 5(1), 114–127.

Perry, A. T. (1908). College Fraternities.—(II.). *Journal of Education*, 67(21), 570–571. <https://doi.org/10.1177/002205740806702105>

Peterson, K.D. & Deal, T.E. (2002). *Shaping school culture fieldbook*. San Francisco: JosseyBass.

Power, F.C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.

Pritchett, C. (2012). *School culture: a sequential mixed methods exploratory meta- analysis*.

Purkey, S.C. (1990). A cultural-change approach to school discipline. In O.C. Moles (Ed.), *Student Discipline Strategies: Research and Practice* (pp. 63-76). New York: State University of New York Press.

- Quinn, R.E. (1988). *Beyond rational management: Mastering the paradoxes and competing demands of high performance*. San Francisco: Jossey-Bass.
- Rahayu, S., Hakim, A. R., & Ladamay, I. (2020, May). The Impact of School Culture in Mediating Teachers Innovation and Emotional Intelligence on School Effectiveness. In *4th Asian Education Symposium (AES 2019)* (pp. 337-342). Atlantis Press.
- Reames, E. H., & Spencer, W. A. (1998). *Teacher Efficacy and Commitment: Relationships to Middle School Culture*.
- Robbins, P. & Alvy, H.B. (2009). *The Principals Companion: Strategies for Making the Job easier*. 3rd edn. Thousand Oaks, CA: Sage Publications.
- Roybal, D. M. (2018). *Influence of Culturally Responsive Education on School Climate within a Title School: Case Study* (Doctoral dissertation, University of Phoenix).
- Rumane, A. R. (2011). *Quality Management Construction Projects*. United State: Taylor & Francis Group.
- Sarason, S. (1971). *The culture of school and the problems of change*. Boston: Allyn & Bacon.
- Sarason, S.B. (1990) *The Predictable Failure of Educational Reform: Can We Change Course Before It's Too Late?* San Francisco, CA: Jossey-Bass.
- Sarason, S.B. (1991). Introduction. In N.B. Wyner (Ed.), *Current Perspectives on the Culture of Schools* (p. xi). Brookline, MA: Brookline Books.
- Sarason, S. (1996). *Re-visiting the Culture of the School and the Problem of Change*. (New York: Teachers College Press).
- Schoen, La & Teddlie, Charles. (2008). A new model of school culture: A response to a call for conceptual clarity. *School Effectiveness and School Improvement* - 19. 129-153. 10.1080/09243450802095278.
- Seashore Louis, K., & Lee, M. (2016). Teachers' capacity for organizational learning: the effects of school culture and context. *School Effectiveness and School Improvement*, 27(4), 534–556. doi:10.1080/09243453.2016.1189437
- Sergiovanni, T.J. (1991). *The Principalship: a reective practice perspective*, Needham Heights, MA, Allyn and Bacon.
- Stan, I. 2013, *Educație și exerciții de leadership pentru organizații și oameni*, Editura: Polirom,

București

- Stufflebeam, D. L. (1983). The CIPP Model for Program Evaluation. In G. F. et al Madaus (Ed.), *Evaluation Models* (pp. 117–141). Boston: Kluwer-Nijhoff Publishing.
- Stufflebeam, D.L. (2000). The CIPP model for evaluation. In Stufflebeam, D.L., Madaus, G.F. Kellaghan, T. (Eds). *Evaluation models. Viewpoints on educational and human service evaluation.* (pp. 279-317). (2nd ed). Boston: Kluwer Academic
- Stufflebeam, D. L. (2003). *The CIPP model for evaluation.* In D. L. Stufflebeam & T. Kellaghan (Eds.), *The international handbook of educational evaluation* (Chapter 2). Boston, MA: Kluwer Academic Publishers.
- Thůściak-Deliowska, Aleksandra & Dernowska, Urszula & Gruenert, Steve. (2017). How School Achievements Interplay with School Culture and Principal Behaviors: A comparative Study of Two Middle Schools. *International Journal of Psycho-Educational Sciences.* 6. 10-22.
- Treece, E. W., & Treece, J. W. (1982). *Elements of research in nursing* (3rd ed.). St. Louis, MO: Mosby.
- Van Houtte, Mieke. (2005). Climate or Culture? A Plea for Conceptual Clarity in School Effectiveness Research. *School Effectiveness and School Improvement - SCH EFFECTIVENESS SCH IMPROV.* 16. 71-89. 10.1080/09243450500113977.
- Walton M. (1990). *Deming Management at Work.* New York: GP Putnam.
- Wilson, B. & Firestone, W.A. (1987). The principal and instruction: Combining bureaucratic and cultural linkages. *Educational Leadership*, September, 18-23
- Karl Hardle, W. & Simar, L. (2014). *Applied multivariate statistical analysis* (4th ed.). Berlin: Springer.
- Nemoto, T., & Beglar, D. (2014). Developing Likert scale questionnaires. In N. Sonda & A. Krause (eds.). *JALT 2013 Conference proceedings.* Tokyo: JALT.
- Saiyidi Mat Roni, Kristin Merga, M. & Morris, J.E. (2020). *Conducting Quantitative Research in Education.* London: Springer.
- Tabachnick, B.G, & Fidell, L.S. (2014). *Using multivariate statistics.* London: Pearson Education Limited.