EXPLORING EDUCATION IN THE DIGITAL AGE: INNOVATIONS, INTERSECTIONS AND INSIGHTS

PREFACE

Dear esteemed readers and contributors,

It is with great pleasure and excitement that I extend a warm welcome to you all to this special edition of our journal, dedicated to exploring the diverse and dynamic themes shaping the landscape of education in the digital era. As we embark on this journey of discovery, each theme serves as a guiding beacon, illuminating the innovative intersections of technology and pedagogy.

Our first theme, Teaching based on Artificial Intelligence (AI), Machine Learning (ML), and the Internet of Things (IoT), sets the stage for our exploration by delving into the transformative potential of intelligent technologies in education. From personalized learning experiences to predictive analytics, AI, ML, and IoT hold the promise of revolutionizing traditional teaching methods and unlocking new pathways to knowledge acquisition.

Theme 2 invites us to immerse ourselves in the realm of 360 Learning, Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR). Here, we witness the fusion of physical and digital worlds, as learners embark on immersive journeys that transcend the confines of the traditional classroom. Through experiential learning and interactive simulations, VR, AR, and MR technologies redefine the boundaries of education, offering unprecedented opportunities for engagement and exploration.

In Theme 3, we explore the power of Collaborative Teaching, Global Learning, and innovative practices such as Gamification, Maker-Space, and Maker Lab initiatives. This theme underscores the importance of collaboration, cultural exchange, and hands-on experimentation in fostering creativity, critical thinking, and problem-solving skills among learners worldwide.

Theme 4 sheds light on the paradigm shift towards Open and Distance Learning (ODL), Self-Instructional Materials (SIM), and the utilization of Big Data Analytics in Learning. Here, we witness the democratization of education, as learners gain access to high-quality resources and personalized learning experiences irrespective of geographical constraints. Big Data analytics further enhance the educational landscape by providing insights into learner behavior and preferences, enabling educators to tailor instruction to individual needs.

In Theme 5, we explore the evolving role of Social Media Learning as a catalyst for knowledge dissemination, collaboration, and community building. From online forums to multimedia platforms, social media offers a dynamic space for peer-to-peer learning, digital literacy development, and the cultivation of virtual learning communities.

Theme 6 invites us to embrace Design Thinking for new Learning Delivery, emphasizing the importance of user- centered design principles in creating innovative and inclusive learning experiences. Through empathetic design, educators can reimagine learning environments that foster creativity, adaptability, and lifelong learning skills.

In Theme 7, we delve into Andragogy in technology-based learning, Instructional Design, and Best Practices in e-learning. This theme highlights the importance of learner-centered approaches, effective instructional design strategies, and the dissemination of evidence-based practices to optimize learning outcomes in the digital age.

Finally, Theme 8 explores the Development of e-learning systems, materials, and mobile technologies, including the emergence of MOOC-based mobile learning materials. Here, we witness the evolution of educational technologies, as mobile devices and online platforms redefine the boundaries of access and engagement in education.

As we navigate through these diverse themes, let us embrace the spirit of inquiry, collaboration, and innovation that defines our scholarly community. I extend my deepest gratitude to all the contributors who have enriched this journal with their insights and expertise. May this edition inspire new ideas, spark fruitful discussions, and contribute to the ongoing dialogue surrounding the future of education.

Thank you for your dedication and commitment to advancing the frontiers of knowledge in the field of education.

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Theme 1: Teaching based on Artificial Intelligence (Ai)/ Machine Learning (ML)/ Internet of Things (iOT)

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Guest Editors

EXPLORING EDUCATION IN THE DIGITAL AGE: INNOVATIONS, INTERSECTIONS AND INSIGHTS

A Systematic Literature Review of the Sustainable Transformational Leadership Practice and Relevant Impacts on School Teachers' Organisational Health

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ABSTRACT

The current study review aims to examine the sustainability of transformational leadership practice and organisational health in schools by thoroughly analysing the transformational leadership aspects and the conceptualisation of numerous fundamental leadership theories. Before conducting

a systematic review, 34 articles were selected through a screening procedure by referring to the predefined criteria. Resultantly, a significant association between transformational leadership attributes and organisational health factors was revealed, which crucially functioned as the present study foundation. Specifically, four characteristics, namely ideal influence, inspirational motivation, intellectual stimulation, and self-interest, were significantly correlated with organisational health elements, including institutional commitment, peer leadership, faculty relationship, and academic focus.

INTRODUCTION

The current study sought to determine the respective characteristics of transformational leadership (TL) and organisational health (OH). According to Boberg et al. (2016), several studies asserted that leadership was influential in institutional performance, albeit the conjecture on the significance of leadership elements was without concrete empirical evidence. Particularly, leadership was postulated to be highly essential in an organisation. Leaders were perceived to primarily determine the feasible pathways in achieving stipulated objectives by creating a conducive environment to promote employee predispositions, motivations, and demeanours (Bass & Avolio, 1994). Similarly, the TL would significantly affect the establishment of effective schools through communication, integrity, and responsibility in terms of OH. Hameiri and Nir (2016) indicated that the OH in educational institutions was a highly influential determinant of institutional accomplishment. Nonetheless, certain academicians, including Avolio et al. (1999) differed from the assertion that leadership was vital to organisational performance.

Educational organisations are advocated to flexibly respond to consumer requirements, such as students, and a highly volatile and competitive market. The existing meta-analysis revealed that the positive impacts of transformational leadership aspects on employee predispositions and performance could serve as OH indicators (Antonakis et al., 2019) upon demonstrating the positive relationship between the TL and the OH (Seltzer et al., 1989). As such, the effective TL could consequentially elevate job satisfaction, which would result in the strengthening of organisational management (Bass, 1999). Although a plethora of studies were conducted on personal perceptions of job satisfaction (Hooper & Bernhardt, 2016) and the leader's roles, only a dearth of findings were available to elucidate the leadership influence on the OH. Hence, a literature gap exists in identifying the challenges of the OT practices and the subsequent effects on the OH exposure. Nevertheless, recent scholars manifested that leaders exhibiting the TL behaviours could significantly improve OH (Werang et al., 2016). Aside from scrutinising various components constituting the major leadership theories, the current study review also perused past studies to delineate the relationship between the TL and the OH. Correspondingly, the effects of leadership skills on the educational OH would be investigated in two Malaysian states, namely Selangor and Perak.

METHOD

A systematic review methodology was employed in the current study by establishing pertinent keywords and criteria, such as "transformational leadership", "organisational health", "school", "teacher", and "leadership" to gather relevant sources. The keywords were established to be consistent with the research topic, which was imperative to evaluate the TL features in enhancing the educational OH. Concurrently, review criteria were also established to ensure the appropriateness of the gathered sources, wherein the cited studies were required to be published in the original journal before 2016. Moreover, every chosen study was required to consist of a literature review with the stipulated keywords. After recurrent screenings, the researchers finalised a total of 37 articles which fulfilled all inclusion criteria, as illustrated in Figure 1.
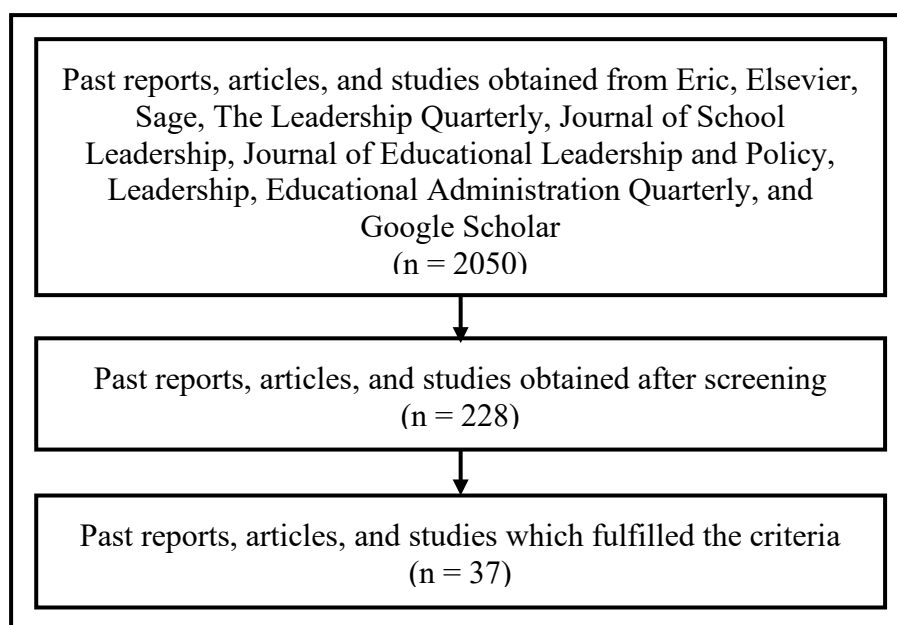
Past reports, articles, and studies obtained from Eric, Elsevier, Sage, The Leadership Quarterly, Journal of School Leadership, Journal of Educational Leadership and Policy, Leadership, Educational Administration Quarterly, and Google Scholar
(n = 2050)

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Past reports, articles, and studies obtained after screening
(n = 228)

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Past reports, articles, and studies which fulfilled the criteria
(n = 37)

Figure 1. The Systematic Review Procedures

RESEARCH FINDING

Leadership

The present study review primarily referred to previous studies examining the general leadership concept in grasping the TL concept, which comprised four chief factors, namely ideal influence, inspirational motivation, intellectual stimulation, and personal judgment (Anderson, 2017). Leadership research commenced during the 20th century when numerous leadership aspects were regarded as an integral constituent of human psychology in shaping intelligence (Ali, 2017). Accordingly, Nawaz et al. (2016) who published several studies asserted that leadership elements were unique to individuals, in which specific steps should be implemented to portray important leadership traits. Similarly, Ali (2017) posited that significant societal transformations were predominantly influenced by leadership qualities to initiate individuals' behavioural changes.

Uzohue et al. (2016) propounded that the organisational vision and mission were the TL fundamental, wherein leaders advocated the delineated principles and guide the entire organisation to embody the principles. Particularly, leadership is integrated into quotidian life where every performed decision would significantly affect surrounding individuals. Nonetheless, Sir Francis Galton (1869, as cited in Nawaz et al., 2016) demonstrated that merely a small number of individuals could effectively adopt leadership roles to transform existing perspectives and demeanours. Meanwhile, Uslu (2019) explored several important leadership theories by reviewing the related TL studies to assess the leadership concepts in-depth in explicating various human organisational behaviours. Leadership remains a prevailing academic topic which receives high levels of investigation and development, especially in the educational setting. Nonetheless, barriers exist to the integration of leadership theories due to the lack of pertinent studies in incorporating different aspects of each leadership theory with a holistic model. The issue thus appeals to a detailed evaluation in appraising key leadership theories to discover converging themes.

The theories encompassed in the current study review included the great man theory, trait theory, action-centred theory, and hazard theory, in which previous studies divided the aforementioned theories into general and specialised dimensions depending on particular organisational circumstances. For example, the great man theory was a primary leadership theory which possessed distinctive elements compared to the universality of the trait theory. Nevertheless, the great man theory was repudiated on low generalisability due to the principles teemed with masculine attributes while limiting females' leadership roles. Moreover, as the theory was majorly pertinent to North Americans, the theory contained cultural aspects which would not be applicable in different contexts. Summarily, to integrate various leadership theories and models created for different organisations globally while reducing high degrees of contradiction or replication, developing a comprehensive leadership theory to encompass all leadership features would be impracticable.

Uzohue et al. (2016) highlighted that the TL leadership theory research should examine the operationalisation of existing leadership theories, which were derived from several initial definitions of prehistoric leadership concepts (Shafique & Beh, 2017). For instance, Shafique and Beh (2017) considered leadership in prehistoric societies as a courageous quality which could provide a superior perception of a certain group to the counterpart, before conceptualising the characteristic as the great man theory of leadership. The leadership feature was thus a vital indicator in the current study as the feature possessed similar characteristics to the TL. Contrarily, Yahaya and Ebrahim (2016) revealed leadership as an innate trait that all leaders were required to possess and could not be equipped with through inculcation. The findings suggested that the original theories, such as the great man theory, were created by leaders, including Napoleon and Genghis Khan and scholars who studied various dominant historical figures who consequentially contributed to the present world development. Hence, leadership was perceived as a natural trait inherent in individuals with sufficient leadership skills, which led to a nature-based leadership theory.

The TL theoretical perspective underscores leadership qualities to perform relevant alterations on subordinates' actions and cognisance in driving organisational metamorphosis. The TL theory also perceives leadership as a collaboration between leaders and team members which fosters solidarity amongst followers by continuously demonstrating positive behaviour and

increasing motivation to achieve shared goals. For instance, transformational leaders encourage subordinates to adopt their aspirations, empower employees to realise personal visions, and prepare adequate resources required for personal potential development. As such, the leaders act as positive symbols and pioneers who strive to elevate employee motivation by bridging employees' self-definitions with organisational values.

The TL practice would persistently inspire and motivate followers to propose innovative solutions and career opportunities while satisfying fundamental and higher-order personal requirements (Bass & Avolio, 1993). The TL theory, which emanated from the great man theory, delineates a highly detailed foundation to pursue leadership studies, wherein early researchers of the trait theory could determine the essential functioning leadership qualities imperative to become an effective leader. The trait theory focuses on the individual's efficient workforce, high integrity, competence in demonstrating special skills, extraordinary insights beyond conventional thinking patterns, and the capability to induce subordinate confidence. Similarly, Xie (2019) propounded that the trait theory possessed specific indicators to be implemented by an individual in transforming into a highly functioning leader who was distinctive and sophisticated.

Comprehending the personality concept via the trait theory would allow the TL studies to grasp various emotional characteristics, specific demeanours, and particular circumstances which could significantly impact leadership effectiveness. Uzohue et al. (2016) discovered that a deeper exploration of the dispositional theory would result in a comprehensive apprehension of several common leadership qualities. For instance, leaders are regularly considered as innately steady, assertive, and persistent, although the manifestation degrees of the qualities vary in each individual with different influence levels on other individuals. Moreover, trait theory is indispensable to understanding numerous theoretical foundations of leadership research. Xie (2019), Yahaya and Ebrahim (2016), and Uslu (2019) elucidated that trait theory studies were frequently reviewed by various academicians, wherein Harrison (2018) perused different relevant studies to reveal the evolution trend of the leadership importance in past decades (Harrison, 2018). Particularly, Harrison (2018) analysed the findings of 124 symptomatic studies between 1904 and 1948 and manifested numerous studies that discovered multiple traits repeatedly differentiating leaders from non-leaders, which posited that leaders would be essential in facilitating and actively participating in group efforts to accomplish organisational goals.

Traits which are closely related to leadership roles include high levels of intelligence, attentiveness to subordinates' requirements, task familiarity, resourcefulness, persistence in problem-solving, self-assurance, and willingness to assume leadership and supervisory positions. Nevertheless, Harrison (2018) and Xie (2019) revealed that several qualities, such as dominance and intelligence, demonstrated significant negative relationships, which might indicate a relationship breakdown between leaders and followers. Although leaders possess differing personal attributes from non-leaders, they discovered similar findings across various situations (Nawaz et al., 2016). Certain scholars who measured conditional factors also disclosed evidence that the relative significance of each leadership aspect varied with contracted diseases. For example, Harrison (2018) postulated that a leader was not only dependent on inherent characteristics but also contingent on the relationship between leaders and followers influenced by personalities, activities, and objectives.

According to Dan (2019), successful leaders could regularly strive for every task accomplishment while effectively delegating duties to their subordinates without coercion. In this vein, a leader would be an effective manager due to the dominant disposition crucial to both leadership and management roles. Energetic leaders are intrinsically motivated and diligent to accomplish stipulated objectives with the possession of high stamina and endurance levels. Concurrently, the leaders are resolute and tolerant of disappointments owing to constant preparedness in counteracting hurdles. Furthermore, trust is a vital leadership feature, which exhibits the confidence level in a leader when performing judgment and decision-making, developing notions, and executing skills (Dan, 2019). Asrar-ul-Haq and Anwar (2018) demonstrated that highly self-assuring leaders in personal capacities would be inclined to establish trust amongst subordinates while being respected by followers, which propounded the degree to which locus of control reflected in leaders on personal actions and surroundings. Leaders who are high in external locus of control would perceive uncontrollability of personal behaviours in which executed actions are deemed unrelated to performance. Meanwhile, leaders who are high in internal locus of control regard themselves as possessing potent command of personal lifepaths wherein the actions are perceived as directly affecting performance. Similarly, intrinsically controlled managers would perceive larger obligations regarding self-perception, personal demeanours, and organisational performance. Rotter (1966) concurred that individuals under intrinsic control would be more accomplished, motivated, and resistant to manipulation than their counterparts under extrinsic control, which was consistent with the prevalent perspective that intrinsic motivation was a proximal determinant of creativity and innovation (Chen et al., 2013).

A transformational leader would be considered an empathetic individual who would concern with employees' health and safety in the workplace. Correspondingly, subordinates would be satisfied and motivated to perform duties effectively (Fulwiler, 2011). Transformational leaders also proactively communicate security measures, which positively influence employees' appraisal of safety priorities in a work environment or workplace culture to encourage safety demeanours (Clarke, 2013; Mullen et al., 2017; Weng et al., 2015). Additionally, Asrar-ul-Haq and Anwar (2018) unveiled that leaders with high emotional stability ably regulated personal sentiments peacefully and positively. Simultaneously, emotionally stable leaders also possessed high self-awareness, which allowed them to constantly improve personal capabilities and accomplish a larger number of goals. Hence, effective leaders were typically aware of personal strengths and improvement areas with an emphasis on self-improvement instead of defending personal shortcomings. Meanwhile, integrity was also manifested to be a vital leadership quality, in which genuine and ethical actions would contribute to an individual's trustability and business success and sustainability (Asrar-ul-Haq & Anwar, 2018).

Asrar-ul-Haq and Anwar (2018) highlighted that effective leaders were generally intelligent and possessed adequate cognitive capabilities to ponder critically, resolve challenges, and perform effective decisions. Similarly, intuition, or implicit intelligence, was also equally vital to leadership effectiveness (Beverborg et al., 2017). Moreover, Beverborg et al. (2017) emphasised the flexibility quality and the competence to adapt to varying occasions in a leader due to the volatility of the commercial world. With insufficient flexibility, leadership effectiveness would only be manifested in circumstances consistent with a particular leadership pattern, whereas flexible leaders could adjust personal leadership styles contingent on environmental demands. Furthermore, sensitivity was demonstrated to be highly crucial for a leader to thoroughly

comprehend team members as equally important individuals with personal beliefs by executing optimal communication methods in encouraging positive actions (Damanik & Aldridge, 2017). Accordingly, empathy, a capacity to contemplate from another perspective, is essential to the contemporary global economy to prioritise the workforce as valuable assets.

Uslu (2019) categorised the existing attitudes or belief systems into Theory X and Theory Y, which would explicate and predict leadership behaviour and performance depending on leaders' perceptions of subordinates. Leaders inclined towards Theory X attitudes would be predisposed to the belief of employees' work abhorrence which necessitates constant monitoring when performing assignments. Contrastingly, Theory Y presumes that subordinates are committed to assigned duties and required minimal supervision on task completion. Daneshfard and Rad (2020) posited that Theory Y managers were inclined to exhibit optimistic attitudes towards employees and demonstrate leadership styles shaped by intrinsic motivation and evaluation, contrary to most managers predominantly predisposed to Theory X when the Theory X and Theory Y postulations were initially developed by John (2006). Recently, a paradigm shift has been manifested from a management-centred to a leadership-centred approach, or from a Theory X temperament to that of Theory Y, wherein current managers adopt a proactive leadership style. For example, a survey investigating more than 12,000 managers discovered that Theory Y managers would be highly adept at achieving organisational goals and unlocking subordinates' potential compared to Theory X managers who possessed more dominant attitudes.

Al-Malki and Juan (2018) revealed that autocratic leaders performed sole decisions, instructed employees on assigned duties, and closely monitored employee performance. Meanwhile, democratic leaders, including transformational leaders, would involve employee participation in every decision-making process and collaborate with employees to ensure task completion, while not constantly supervising employee job performance. The first behavioural leadership study conducted at Iowa State University involved children receiving directives from adult leaders, either autocratic or democratic (Al-Malki & Juan, 2018). Resultantly, children under autocratic leadership manifested higher performance when receiving the leaders' supervision, although the participants were dissatisfied with the leadership mode due to frequent hostility. Meanwhile, another group's performance under democratic leadership was equivalently optimal, as the execution was denoted with positive sentiments instead of hostility. Similarly, a team could also perform effectively even without the presence of the democratic leader, owing to public engagement and decision-making skills employed by the leader in contriving the team members' adequate independence. Resultantly, democratic leadership partially contributed to the emphasis on employee empowerment in contemporary organisations.

Harms et al. (2018) defined leader-centred leadership as the task acceptance degree of a leader before accomplishing the requirements. The leaders would effectively direct employees by conveying specific obligations and objectives, while managers delineate the goal accomplishment approaches. Furthermore, employee-centred leadership, namely transformational leadership, is practised by leaders who underscore employees' fundamental requirements while productively establishing functional relationships. Specifically, the leaders frequently communicate with their subordinates to reinforce trust, support, and respect and are sensitive to employee well-being. As such, the magnitude of managers being consolidated as organisational leaders is contingent on subordinates' appraisal (Harms et al., 2018), which necessitates managers to adjust organisational

demeanours accordingly. For instance, leaders would tend to adopt autocratic styles when under time pressure or their subordinates delay in their decision-making process. Contrarily, an adventurous style would be practised when subordinates could effortlessly acquire decision-making skills. Summarily, autocratic leadership would occur when the skill gap is huge, which would pose a higher difficulty level to promote employees as a leader, thus leading to a dictatorship in the organisation.

After critically scrutinising the TL theory, school leaders' leadership skills could further elevate schools in current development pathways when various contemporary educational institutions seldom innovate rapidly. Nonetheless, divergent situations and elements would render the innovation process to produce varying outcomes, either positively or negatively. By emphasising the TL, educational organisational members would aspire their leaders to establish inspiring environments for all students with high leadership effectiveness to continuously improve the institutions (Andriani et al., 2018), although the process could be suffused with upheavals and challenging transitions.

Al-Syaidh (2016) revealed that the survival of most organisations when conventional leadership styles were not feasible would be dependent largely on the leader's effectiveness and efficiency, as the levels of knowledge and capabilities would be instrumental in accomplishing a specific objective (Banks et al., 2016). Concurrently, timely personalised interactive feedback is also vital to enhance students' knowledge and skill acquisition process by continuously monitoring the learning progress while constructing and establishing a conducive environment based on the received feedback. Ultimately, two distinctive educational institutions would emerge, wherein one would be educationally sufficient whereas another teemed with acquisition challenges (Banken et al., 2019). As such, Al-Syaidh (2016) highlighted that most educational studies underscored the TL importance in ensuring positive outcomes when implementing pertinent transformations.

Organisational Health (OH)

Velarde et al. (2020) defined the educational OH as the interrelations between students, educators, and managers, which could also be employed to inspect institutional climate. The OH is primarily analysed in the management literature to determine the abstraction of a "good organisational structure". Specifically, a conducive environment refers not only to organisational sustainability but also to the resources possessed by an organisation to counteract hindrances and seize opportunities for long-term survival. Correspondingly, Hoy et al. (1990) conceptualised the OH as the organisational competence to effectively adapt to the present environment and maintain harmony amongst employees, in efficiently accomplishing stipulated goals.

Educational leaders serve essential responsibilities in fulfilling the dual demands of rural institutions by acting as cultural transformation facilitators to bridge the existing aperture between community cultural anticipations and national educational objectives. Nevertheless, the contemporary educational circumstance in the United States of America is shaped by dominant political and economic factors which propel industrial versatility, prioritise low-income employees, and prefer private or semi-private providers to replace public goods and services, which further expand the discrepancies between urban and rural citizens. As such, Scheerens (2016) demonstrated several important OH aspects to thoroughly explain the job scopes, student

aspects, and financial resources in educational institutions, in which effective leadership could be established from an amicable relationship between leaders and staff. Similarly, Alkarni (2016) also manifested that numerous vital elements, including educational missions, visions, and goals, such as providing sufficient training to the existing and future teachers, highlighted the leadership significance in developing effective institutions through efficient management to enhance academic quality.

Scheerens (2016) demonstrated that a school effectiveness model consisted of several key dimensions, namely effective leadership, effective support, learning consideration, positive school culture promotion, high expectations, optimal student performance, comprehensive progress monitoring, and continuous staff development. Accordingly, Parlar and Cansoy (2017) concurred that effective facilitation through appropriate educational leadership would be essential to a highly functioning organisation while encompassing various OH aspects, albeit educational leadership was not adequate to incorporate an extensive range of the OH characteristics. Hence, Thomsen et al. (2016) developed several indicators to connect the OH concept with the conceptualisation of school culture as a constituent of educators' and principals' mutual beliefs regarding student regulation. Similarly, learning progress was also frequently associated with the structural and normative dimensions of school culture as a distinctive social system (Thomsen et al., 2016), wherein previous studies multiply investigated student problems arising from hostile and conflictual student subcultures.

Student behaviour and student supervision are important aspects of school life, which are simultaneously applicable indicators to measure a school OH. For example, caring culture in a conventional educational institution constitutes a stern and highly supervised environment where discipline is frequently a predominant characteristic, with students possessing traditional characteristics of personal parents in terms of appearance, demeanour, and social status. From the OH frame of reference, care-oriented educators perceive schools as autocratic institutions with stringent student-teacher status hierarchies (Khan, 2019), in which the dissemination of power and communication is solely in the top-down approach by mandating learners unconditionally embrace educators' judgements. Educators would not endeavour to comprehend exhibited student behaviours while considering students regularly lack sufficient self-regulation, which demands disciplinary actions that are frequently deemed necessary instead of personal abuse.

Singh and Jha (2018) sought to develop an ideal educational OH framework and discovered that the OH measurement items proposed by Hoy and Miskel (1987) were comprehensive owing to the integration of several OH features by a pertinent theory. Particularly, the first OH element described institutional integrity, which specified commitment as a constructive characteristic in reflecting educators' obligations in effectively performing assigned duties to accomplish delineated objectives. Velarde et al. (2020) also concurred with the postulation as the commitment to educational institutions could satisfy educational needs and align organisational goals. Thus, specific guidelines, including student guidance and monitoring, are imperative to attain productive and quality education. Meanwhile, Veeriah et al. (2017) revealed a distinctive linkage between the TL and the institutional integrity of the OH due to the TL emphasis on optimal outcomes by illustrating leaders' appropriate responsibilities to motivate teachers. Institutional integrity would thus be indispensable in explicating the OH framework due to the conceptualisation in providing an unambiguous orientation or purpose compatible with specific organisational aspirations.

Therefore, leaders are required to ensure that personal goals or opinions would not negatively influence educational obligations, which assist in sustaining the OH and effective school management.

The OH theory defined collective leadership as peer leadership (Hoy & Miskel, 1987), which was the capability and expertise of educational leaders to engender positive interrelations amongst educators. Mitchell (2019) demonstrated a significant association between the CT and technologies, which could allow a positive communicative school climate in facilitating higher engagement levels of staff to accomplish organisational goals. Particularly, leaders who effectively practise university management could prevent internal conflicts from emerging and reconcile the relationships between all employees, before subsequently elevating organisational effectiveness. Doganay and Dagli (2020) also propounded that peer leadership in the OH context could assist leaders to seek and accumulate crucial resources in implementing pertinent educational programmes to enhance work effectiveness. As such, a potent interconnection between involved parties, including the populace and parents, would be imperative to sustain resources and financial support in refining educational quality.

Functional communication between educators is a vital OH component in producing a successful and productive educational institution with effective peer leadership. Abdulrab et al. (2017) emphasised the importance of positive and effective group dynamics in schools to contrive positive interpersonal relationships, which included numerous communication pathways between educators, educators and managers, and educators and operation employees. Nonetheless, Yaghoubi and Rahimi (2016) posited that positive communication would only be evident when being performed collectively by every organisational member as the OH theory holistically incorporated different elements of spirituality and organisational climate to create more solid relationships between educators and organisational employees.

The TL could facilitate the OH achievement by inculcating relevant paradigms, inspirational motives, and personal notions. Specifically, transformational leaders could galvanise the organisational workforce by creating effective communications between each individual, as the OH theory also emphasises academic aspects which specifically define the functioning of an educational organisation. Arokiasamy et al. (2016) comprehensively examined various OH factors on student performance and discovered that the TL produced a significant impact on both OH and academic performance, which suggested that the academic focus was consistent with educational organisational objectives in directing leaders and educators to constantly strive for goal accomplishment. Moreover, Doganay and Dagli (2020) revealed that academic achievement was essential to the OH as the accomplishment reflected teachers' confidence levels in ensuring educational quality perennially. Notwithstanding, Singh and Jha (2018) opposed the importance of academic focus to the OH as the element would propel an educational institution to prioritise assessment scores, while neglecting abstract educational tasks and the essential roles of both educators and leaders. Nevertheless, academic focus is a highly subjective connotation as the definition is regularly dependent on organisational objectives. As such, Getachew and Zhou (2018) outlined the approaches which could be executed by transformational leaders to specify long-term goals by holistically considering academic focus instead of solely emphasising examination scores.

CONCLUSION

The present study review discovered a significant correlation between TL and OH, which was fundamental to the current study objectives. Four TL dimensions, namely ideal influence, inspirational motivation, intellectual stimulation, and personal judgment, were significantly associated with the OH characteristics, including institutional integrity, peer leadership, interpersonal relationships amongst educators, and academic focus. After scrutinising relevant previous studies and articles, the findings revealed that leadership was an abstract concept without adequate specific examination, which appealed to each pertinent study in particularly determining various leadership components to avoid deviating from stipulated research objectives. Meanwhile, the OH concept was manifested to be more applicable to corporations and detailed exploration by future studies was necessitated in the educational context.

The current study review would theoretically contribute to three segments of the Malaysian education sector, namely educational leaders, educators, and administration employees, by highlighting the encountered issues and challenges while suggesting relevant strategies to be implemented through appropriate programmes. Future leaders are advocated to be thoroughly prepared in counteracting various difficulties and hurdles emanating from institutional administration, in which the present study established a comprehensive framework to effectively assess realistic obstacles in school governance and management. The assessment would allow educators to exhibit high sensitivity and cognisance levels towards the challenges and impediments experienced by principals in creating an appropriate and comfortable workplace. Concurrently, the assessment could train in-service teachers to familiarise themselves with the OT concept and the subsequent impacts on the OH sustainability. By grasping the TL principles and the OH postulations, educators could perform work obligations effectively and collaborate with school leaders to accomplish the educational goals of the institution.

The current study review was a primary study investigating the educational TL practices, which could serve as a fundamental guide, especially for civil servants who are responsible for delineating guidelines for school principals and teachers. Specifically, the TL emphasises the imperative of establishing strong relationships between educators and administration in resolving numerous educational obstacles. The study also thoroughly examined the relationship between the challenges encountered by educational leaders in the OT practice and relevant impacts on the OH levels of each school. The interrelationship of the two factors thus provided district and state administrators with several propositions for developing professional programmes that guide educators and their leaders to effectively counteract existing challenges while boosting school performance.

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