

The Relationship between School Culture and School Innovativeness among National Type Tamil Primary Schools, SJK(T)S in Kuala Langat District, Selangor

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Abstract: *The purpose of this was study to identify the relationship between school culture and school innovativeness in Tamil primary schools, SJK(T)s in Kuala Langat, Selangor, Malaysia. The study was also carried out to predict which school culture encourages school innovativeness. The sample consists of Tamil primary school teachers in Kuala Langat, Selangor. Nine (9) schools were selected by using cluster random sampling and all the teachers in sample schools were selected to participate in the study.*

A quantitative approach was used to gather data using two questionnaires which are "Organizational Culture Assessment Instrument (OCAI)" and "Public School Entrepreneurship Inventory (PSEI)". The instruments give high cronbach alpha value which is 0.952 and 0.925 for culture and innovativeness respectively. Correlation and multiple regression analysis were used to analyze the data gathered using survey method.

Result shows that Tamil primary schools, SJK(T)s in Kuala Langat, Selangor, highly practiced clan culture whereas innovativeness was practiced in moderate level. The highest correlation was observed between Market culture and innovativeness ($r = .512, p < .05$) whereas the lowest correlation was observed between Clan culture and innovativeness ($r = .267, p < .05$). Meanwhile, adhocracy and hierarchy culture have a significant correlation with innovativeness where the correlation coefficient are ($r = .469, p < .05$) and ($r = .362, p < .05$) respectively. This research indicates that market culture predicted a greater level of innovativeness than other cultures whereas hierarchy culture does not predict innovativeness in schools.

Keywords: *School Culture, School Innovativeness, Tamil primary schools, SJK(T)s, Teachers, Ministry*

1. INTRODUCTION

According to Malaysian Education Act 1996, the Malaysian Education System includes education beginning from pre-school to university. If focus on school level, the Malaysian Education System shall comprise:-

a) Pre-school education

This educational programme is for pupils from ages four to six years.

b) Primary education

Primary education is designed for duration of six years after pre-school education. Public primary schools in Malaysia comprise three main types of schools which are SK, SJK(C) and SJK (T). Each school is defined by different medium of instruction as below:-

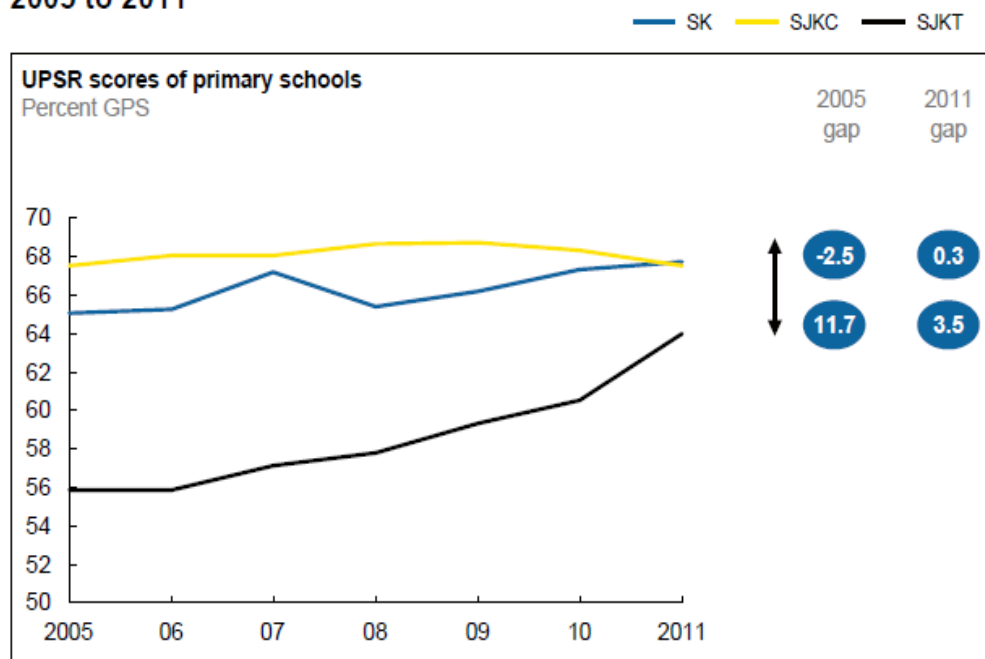
SK	: Malay medium instruction
SJK(C)	: Mandarin medium instruction
SJK(T)	: Tamil medium instruction

C) Secondary education

Secondary education in Malaysia is a 5 years course for pupils after completing primary education

The Ministry of Education (MOE) targeted 92% pre-school and 98% primary enrollment rates by end of 2015 (Malaysian Education Blue print, 2013-2015). MOE prescribe primary education as a compulsory education in Malaysia (Circular, Bil. 14/2002, MOE). Apart from accessible education to all children, the ministry also focuses on equitable students' outcome from all types of primary schools. According to Malaysian Education Blueprint (2013-2025), national type Tamil primary schools (SJKTs) perform poorer compared to National schools (SKs) and National type Chinese schools (SJKCs). Figure 1.0 shows the primary schools' national examination (UPSR) scores from 2005 to 2011.

Comparison of National and National-type UPSR scores from 2005 to 2011



1 Gaps are calculated as the difference in percentage points between SK scores less SJK(C) or SJK(T) scores
 SOURCE: Examination Syndicate

Figure 1.0. Primary schools' national examination (UPSR) scores from 2005 to 2011.

Although the gap between SJKTs and both SKs and SJKCs has been almost halved during past few years, but SJK(T)s are still lag behind compared to both SKs and SJKCs by approximately 4 percentage points in 2011.

Why such education gaps exist between Tamil primary schools and other schools in Malaysia? This gap should not be prolonged as it will become a major barrier for ministry to achieve its goal which is providing equitable education to all children. So, there is a need to identify the reason for this poor performance by National type Tamil primary schools (SJKTs).

Based on some literature, culture and innovativeness are strongly related to organizational performance. Negative culture mainly due to its bureaucratic structure, conflicts of interest among teachers, lack of autonomy and teamwork will not promote good performance in schools. Since there is no any study investigating culture and innovativeness of Tamil primary schools, there is a growing need to examine the culture and innovativeness which will later help to improve the performance of Tamil primary schools. By doing this, the existing education gap between schools also will be reduced.

The aims of this study are:-

- a) To identify what type of school culture has been practised by National Type Tamil primary schools in Kuala Langat district, Selangor.
- b) To examine the level of school innovativeness practiced by National Type Tamil primary schools in Kuala Langat District, Selangor.

- c) To identify whether there is any significant relationship between school culture and school innovativeness among National Type Tamil primary schools in Kuala Langat, Selangor.
- d) To investigate which type of school culture predict school innovativeness

2. LITERATURE REVIEW

A number of studies have been carried out. Perez et al. (2004) studied the link between culture and organizational learning. The study recommend that a learning oriented culture, which they call collaborative culture, must consist of a long-term vision, continuous change, improvement orientation, communication and dialogue, trust and respect for all individuals, teamwork, empowerment, risk assumption and diversity encouragement. They also revealed that cultures emphasizing hierarchy can be a barrier for learning.

Apart from this, there are also some other studies on the link between organizational culture and learning (Chang and Lee, 2007; Chin-Loy, 2003; Lee and Chen, 2005; Leona, 2004). Their results showed a positive influence of organizational culture on organizational learning. In particular, they found that adhocracy and clan culture are positively related to organizational learning, while hierarchy and market culture has a negative relation.

Besides, Athanasios Papadimitriou and AntoniosKargas (2012) study market orientation in relation with organizational culture in the Greek telecommunication companies. Other variables such as performance level, firm's age and size were also taken into account in association with organizational culture. The findings were market and adhocracy culture displayed higher market orientation as well as performance level. They also ascertained that the marketing practices in an organization vary according to its size where the larger the organization size, the greater the hierarchical culture. This statement supported by previous studies such as Child (1973); Keats. et al (1988) and Lawler (1997). Larger organizations are categorized by uniform procedures, restricted flexibility and bureaucratic control.

Other than that, Reynolds.et al (2000) found that organizational culture and climate are the main characteristics of the effective school. They added that components of school organizational culture affect school improvement. But exactly how school culture can influence school improvement is not addressed in the literature. Mees (2008) analyze the relative impact of transformational leadership and school culture on student achievement in 79 middle schools in Missouri. The study revealed that transformational leadership and school culture correlated to student achievement. On the other hand, another study revealed that institutional culture has limited impact on student academic achievement but a significant influence on students' perceptions of engagement with their schools (Brady, 2005).

Innovativeness has been studied from various perspectives and interpretations. Deshpande et al., (1993), Han et al., (1998), Hult et al., (2004) and Keskin (2006) stated that organizational innovativeness has a significant positive relationship with organizational performance. In educational context, Eyal&Inbar (2003) and Eyal&Kark (2004) argue that organizational innovativeness reveals the ability of an educational institute to develop and implement novel ideas that bring to dramatic changes and improvements in the organization.

In Malaysian settings, Samad (2012) further investigates the relationship between innovation, transformational leadership and organizational performance. The author concludes that transformational leadership and innovation significantly influences the performance of organization in Malaysian logistics companies and further study can be carried out in a variety of settings by using different samples and approaches.

It cannot be denied that organizational innovativeness is also one of the important factors for organizational effectiveness. In order to survive and run successfully, educational institutions must ensure its effectiveness (Ashraf, et al, 2013). Based on their study, Ashraf, et al (2013) suggest that administrative and technical innovation must be implemented by universities to improve organizational effectiveness.

Kanter (1988) and Towndrow et al., (2009) indicated that innovativeness mostly arise in organizations that have integrative structures, diversity collaboration and teamwork whereas

Donohoe (1997) and Peterson and Deal (1998) suggested that in schools practicing positive cultures, teachers are more willing to take risk to make innovations. It seems like there is no end for studies regarding culture and innovativeness.

Furthermore, few studies have been done using Cameron and Quinn (1999) model. These literatures conclude that externally oriented cultures can be expected to foster innovativeness more than internally oriented cultures. In addition, Arad et al., (1997); Martins and Terblanche (2003), state that innovativeness requires a culture which focuses on flexibility because it is connected to freedom and autonomy while culture which foster stability and control may inhibit innovativeness. It can be said that adhocracy culture foster organizational innovativeness since it emphasizes both external orientation and flexibility. Sanz-Valle, et al (2011) revealed that organizational culture can promote organizational innovativeness. They are also added that both external and flexibility focus are necessary to characterize organizational culture which enhance organizational innovativeness.

Recently, Ashraf, et al (2014) study the association between organizational culture and organizational innovativeness in private universities in Iran. The results indicated that all the three cultures (adhocracy, market and clan) except hierarchy culture positively correlated with organizational innovativeness. They also found that adhocracy culture contributed most to predict organizational innovativeness. The researchers recommended every organization to identify appropriate culture to implement innovativeness. All these studies reflect that a significant attention should be paid to organizational culture to achieve the organizational innovativeness.

Briefly, conclusions of prior studies are difficult to generalize because of the differences among them concerning their main purpose, samples, methodologies and the measures they use. Previous research has explored the influence of organizational culture on organizational innovativeness. However, the findings could not conclude which specific organizational culture is suitable in adopting school innovativeness. So, this research highlights the relationship between school culture and school innovativeness and identify which culture provides significant influence on school innovativeness.

3. METHODOLOGY

3.1 Design and Sampling

This is a cross-sectional study where the data collected from the sample of Tamil primary school teachers at just point in time. This study conducted in Kuala Langat District, Selangor. The sample size of this study is 177 teachers. 9 schools out of 13 schools in the district were selected using cluster random sampling. All the teachers in sampled schools were selected to participate in the study.

3.2 Instruments

As an instrument, for measuring school culture, the items were adapted from 'Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2006). The original format of this instrument has been modified by the researcher into five-point Likert scale from level 1 (strongly disagree) to level 5 (strongly agree). There are 24 items in this modified instrument to measure the culture of schools and each culture consists of 6 items.

For measuring school innovativeness, the items were adapted from 'Public School Entrepreneurship Inventory (PSEI)' developed by Eyal and Inbar (2003). The instrument assesses school innovativeness by 14 items on the innovations implemented in the school and the changes they created in the school performances. The original seven-point Likert scale items were modified and formatted into a five-point Likert scale from level 1 (strongly disagree) to level 5 (strongly agree). One item was reversed in the scoring because it stated in negative order.

Both instruments have been used in many studies and have been tested for its validity and reliability. The instruments give high cronbach alpha value which is 0.952 and 0.925 for culture and innovativeness respectively. The response rate of this study was 73% only.

4. FINDINGS AND DISCUSSION

Statistical analysis of the data was conducted using SPSS version 20. Descriptive analysis was run to analyze the demographic data which consist of age, gender, teaching experience and highest

The Relationship between School Culture and School Innovativeness among National Type Tamil Primary Schools, SJK(T)S in Kuala Langat District, Selangor

academic qualification. The level of school culture and school innovativeness practised by National Type Tamil primary schools (SJKTs) was determined based on mean score obtained from descriptive analysis.

Pearson correlational analysis was conducted to determine the correlation between school innovativeness and school culture. Pearson correlational analysis is the suitable analysis to best describe the significance relationship between two or more variables. Last and but not least, multiple regression was used to explore the influence of school culture on school innovativeness.

Table 1.0 presented mean scores, standard deviations and LEVEL PRACTICED BY SCHOOLS in relation to culture and innovativeness. From table 1.0, it can be concluded that the mean rating of each variable is almost around the midpoint of 3.0 on the rating scale. This shows that the variables were normally distributed. The clan culture shows the highest mean score (3.90) and the adhocracy culture shows the lowest mean score (3.52). The mean score for market culture and hierarchy culture are 3.81 and 3.86 respectively. For innovativeness, the mean score is 3.67 and standard deviation is .73.

Table 1.0. Mean and standard deviations for school culture and school innovativeness

Variable	Mean	Standard Deviation	Level
Clan	3.90	.68	High
Adhocracy	3.52	.71	Moderate
Market	3.81	.67	High
Hierarchy	3.86	.67	High
Innovativeness	3.67	.73	Moderate

The results indicate that the Tamil primary schools (SJKTs) in Kuala Langat District highly practiced clan culture in managing their schools. The clan culture type has its own features such as teamwork, individual commitment, similar to an extended family which focus on mentoring, nurturing and participating. This shows that teachers in Tamil primary schools are good in collaboration and collegiality. Most of the Tamil primary schools in Kuala Langat are small size and the numbers of teachers are less. Therefore it is quite easy to maintain collaboration and collegiality in schools which have smaller number of teachers. Larger organizations are categorized by uniform procedures, restricted flexibility and bureaucratic control (Child, 1973; Keats & Hitt, 1988; Lawler, 1997).

Meanwhile, from the result, we can say that these Tamil primary schools show less interest in practicing adhocracy culture. This finding illustrates that the teachers do not focus on creativity, openness for change and risk taking in their school culture. Cameron (2004) claimed that changing organizational culture is a very difficult goal to attain because once commonly shared values and patterns are set, it is difficult to change. Maybe that is the reason why these schools still lag behind in terms of student performance compared to other schools.

Since adhocracy culture highlights external orientation, there would be more chance to expose to outer world for the schools that practice adhocracy culture. Khurosani (2013) stated that adhocracy culture gives flexible working environment which will make teachers free from any pressure. Once there is no pressure, it will yield freedom to generate new ideas to improve their student performance. Teachers must be willing to take risk to bring changes in their school performance.

In terms of innovativeness, Tamil primary schools (SJKTs) practice innovativeness in moderate level. The schools in this study centred in Kuala Langat District which is less developed area. Maybe the location is one of the reasons which restrict the schools from instigating innovativeness. Hence, it would be quite challenging to enhance innovativeness in schools in rural areas.

In order to do so, the schools must start to think beyond their normal practice by adopting some changes and new insights. The changes can start from leadership style. Leadership style is very important in cultivating innovativeness (Yilmaz, 2010). Pihie, et al (2014) suggested that principal entrepreneurial leadership style can increase the degree of innovativeness in school.

The school headmasters need to focus on how to influence teachers to accept change and understand the need for the change. School transformation cannot be attained if the school headmasters alone exhibit the initiative in the development of innovativeness. They must be supported by the teachers surrounding the school. The teachers must act beyond the expectation to bring the changes for the benefit of the school. That’s why, the change in culture is essential in encouraging innovativeness.

Correlation analysis was conducted to determine the relationship between culture and innovativeness. All the correlations were found to be significant ($p < .05$). All independent variables, Clan, Adhocracy, Market and Hierarchy culture were correlated positively with innovativeness. The highest correlation was observed between Market culture and innovativeness ($r = .512, p < .05$) whereas the lowest correlation was observed between Clan culture and innovativeness ($r = .267, p < .05$). Furthermore, adhocracy and hierarchy culture have a significant correlation with innovativeness where the correlation coefficient are ($r = .469, p < .05$) and ($r = .362, p < .05$) respectively as displayed in Table 2.0

Table 2.0. Relationship between Culture and Innovativeness

	Innovativeness	Clan Culture	Adhocracy Culture	Market Culture	Hierarchy Culture
Innovativeness		*.267	*.469	*.512	*.362
Clan Culture	*.267		*.207	.087	*.171
Adhocracy Culture	*.469	*.207		*.293	*.476
Market Culture	*.512	.087	*.293		*.445
Hierarchy Culture	*.362	*.171	*.476	*.445	

From this table, we can conclude that Market culture ($r = .512, p < .05$) and adhocracy culture ($r = .469, p < .05$) have significant moderate relationship with innovativeness. This is may be due to market culture is determined by goal oriented, achievement and focused on competition. Since the culture focus on competition and winning, it would not neglect the innovativeness. In adhocracy culture, leaders are also tough, demanding and hard driving competitors (Cameron, 2004). Therefore, it is not impossible if the market culture shows the highest relationship compared to other cultures. While, adhocracy culture emphasizes flexibility, continuous change, risk taking, creative and so on. Many scholars such as Cameron and Quinn (2011) and Obenchain, et al (2004) classified adhocracy culture as supportive culture for organizational innovativeness. A supportive culture can create a stimulus for encouraging teachers to commit their time and efforts in implementing innovativeness in schools. Thats’ why adhocracy culture also shows moderate and significant relationship with innovativeness.

Apart from that, hierarchy culture has a significant but weak relationship with innovativeness ($r = .362, p < .05$) whereas clan culture shows the weakest relationship among other cultures ($r = .267, p < .05$). This may be because both cultures are internally oriented while maintaining their structures and sense of family.

Multiple linear regression analysis was used to explore the influence of school culture on school innovativeness The results indicated that out that all the independent variables explained 40% of the variation in school innovativeness ($R^2 = 0.400$). The results indicated that market culture (standardized $\beta = 0.404$) had the strongest impact on school innovativeness followed by adhocracy culture (standardized $\beta = 0.314$) and clan culture (standardized $\beta = 0.167$). The hierarchy culture shows the lowest value (standardized $\beta = 0.004$) which indicated that hierarchy culture is not significant in predicting school innovativeness (See Table 3.0).

Table 3.0. Regression analysis of the influence of school culture on school innovativeness

Variable	β	Standardized Beta	t	Collinearity Statistics	
				Tolerance	VIF
Clan culture	.158	.167	2.336*	.950	1.052
Adhocracy culture	.325	.314	3.912*	.749	1.335
Market culture	.418	.404	5.166*	.793	1.261
Hierarchy culture	.004	.004	.043	.667	1.500

Note: $R^2 = 0.400, F = 20.654, *p < .05$

The Relationship between School Culture and School Innovativeness among National Type Tamil Primary Schools, SJK(T)S in Kuala Langat District, Selangor

Through SPSS analysis, the market culture predicted a greater level of innovativeness than any other culture type in Tamil primary schools. Briefly, the more the school practises market culture, the more innovative the school is. The findings of this study does not support the previous studies related to organizational culture and organizational innovativeness which argue that the adhocracy culture contributes most to enhance organizational innovativeness (Cameron & Quinn, 2011 and Obenchain, et al, 2004). Adhocracy culture contributes lesser than market culture to predict school innovativeness. The findings also agree with Arad et al., (1997); Martins & Terblanche (2003) which argue that culture which foster stability and control may inhibit innovativeness. This is because this study found that hierarchy culture does not predict innovativeness in school.

This result is not surprising because market culture supports competition, achievement, effectiveness and winning according to Cameron and Quinn (1999) model. Few previous studies also claimed that market culture supports both process and product innovation (Fiol & Lyles, 1985; Harrington & Guimaraes, 2005; Prajogo and McDermott, 2011). It cannot be denied that Tamil primary schools getting more market driven than mission driven. The schools nowadays face with tough competition in terms of student achievement, technology, facilities, staff development and so on. This kind of competition stimulates schools to scramble for resources and technology which leads to school innovativeness indirectly. Thus, it is appropriate to have such findings where market culture is positively correlated with school innovativeness.

The second remarkable culture which enhances innovativeness is adhocracy culture. This may be due to its flexible processes. By nature, adhocracy culture is somehow similar to entrepreneurial culture. It emphasizes creativity, risk taking, and innovation. Applying adhocracy culture in schools may be challenging for school leaders because they have to change their traditional culture. Supporting this statement, Lumpkin and Dess (1996) propose that entrepreneurial culture encourage experimentation and creative processes which is far more depart from conventional organizational practices. Therefore, Ministry of Education (MOE) who is the head for Malaysian Centralized Education System can give a hand to school leaders to face these challenges.

Besides, clan culture is less likely to support school innovativeness because it is more emphasizes on human relation, involvement, commitment and cooperation. Clan culture does not support innovativeness, risk taking and entrepreneurial activities in the organization (Kerr and Slocum, 1987). Its' focus on human relation limits their capacity to focus on innovativeness. To implement innovation in an organization, we need to pay more attention to external environment. Since clan culture emphasizes more on internal focus which is human resources and morale, it faces conflict in the implementation of innovativeness. This findings support Ergun, et. al (2013) who found that adhocracy culture and market culture have more positive relationship with innovation performance than clan culture and hierarchy culture.

Generally, hierarchy culture is defined with its organization structure, stability, rules and regulations. Since its focuses more on coordination and structure, thus it cannot support the innovativeness in school. Supporting this point of view, Fiol and Lyles (1985) propose that organizations which practice hierarchical culture resist change initiatives and quite difficult to adapt themselves to the changing atmosphere as they have strong emphasis on control and bureaucracy. The characteristics of hierarchy culture can become a barrier for an individual's autonomy (Wildawsky and Dake, 1990) and also for organizational learning (Peter et al, 2004). Teachers in this culture are usually passive and unwilling to share the decision with others due to formalization of explicit rules and regulations. Such a situation has a tendency to discourage innovativeness within the organization (Demirci, A.E, 2013). That's why, the schools should take consideration of their school structure and culture to apply innovativeness.

Briefly, schools with less formalized structure and more flexibility facilitate openness for innovativeness. So, if a school has a hierarchy culture, it should be changed, since our findings indicate that it is barrier for innovativeness.

5. CONCLUSION

Through these findings, we are able to know that school culture is essential to facilitate a suitable environment to enhance school innovativeness. Innovativeness influenced by what kinds of organizational culture that schools adopted. Different school culture contributes to different level

of innovativeness in school. A suitable mixture of culture characteristics able to optimize the overall performance of the school. Therefore, it is recommended that the structure and culture of a school should be modified in order to support innovativeness.

In this study, adhocracy, clan and market shows positive relationship towards school innovativeness. In detail, market culture is the best culture to enhance school innovativeness and the hierarchy is the worst culture to enhance innovativeness in schools. In other word, we can say that the most innovative culture type is market. After market culture, adhocracy culture is the one which contributes to school innovativeness.

Even though, market culture contributes most to school innovativeness, we should not deny adhocracy culture. Market culture might bring innovativeness and improve school performance. But, it is still a question mark whether it can increase teacher's morale and commitment. Employee's commitment increases if there is a good collectivism, participation and support between employees (Messner. W, 2013). Committed teachers more willingly provide high quality service in teaching and learning to their students as well as higher student satisfaction (Singh, 2000 and Malhotra and Mukherjee, 2004). The commitment towards the school helps to decrease teacher's turnover (Islam, T., Ahmad, U. N. U. B., & Ahmed, I., 2013).

In addition, schools need to cultivate an innovativeness and supportive environment because it provides teachers more autonomy and make them feel motivated to participate in their work (Lambert, E. G., & Hogan, N. L., 2010). It will also stimulate teachers to share their opinions to improve school performance.

6. IMPLICATION OF THE STUDY

School administrators may use the results of this study as a guidance to recognize their culture in schools and shape the culture which is favorable to innovativeness. School administrators alone cannot do these changes. They need to be encouraged by the Ministry of Education (MOE) to facilitate such changes. The ministry should identify the appropriate schools and encourage the school principals to initiate the changes. The teachers also must support the school administrators to overcome the challenges of introducing changes in school.

The findings give great implications in educational world. A school which hopes to implement innovativeness, should pay attention to its school culture (Sanz-Valle, R., 2011). A school might have a weak culture which lead to poor academic performance if the principal practices top down approach in making decision (Pihie et al, 2012). That's why if the school practices hierarchy culture, it must be changed since our findings prove that hierarchy culture does not support innovativeness. Generally, it guides school principal in developing school culture which foster innovativeness since market and adhocracy culture enhance innovativeness whereas hierarchy culture discourage innovativeness.

Teacher's performance will be enhanced if proper culture is practiced. Market and adhocracy culture which encourage innovativeness tend to influence teachers become the central innovators and initiator of change. It is because innovativeness and transformation of schools no longer defined by those outside schools but it is shaped and delivered by teachers within schools. It makes teachers feel their work is recognized and their commitment towards school increase.

School need to plan proper professional development program for teachers. Where teachers engage in school's innovativeness activities, there are opportunities for teachers' professional development that reinforce teachers' self-esteem and self-efficacy. Through their professional development, they can improve learning for students as well as school system.

Market and adhocracy culture are powerful levers and offer way for teacher collaboration. Since these cultures emphasize winning and change, it set up ways of allowing teachers to work together. Once this happen, teachers are more likely to engage in high level collaborative activities to improve their school innovativeness.

Moreover, this collaboration helps to build trust between teachers within a school. Trust is an important factor in developing effective schools. Lack of trust negatively affects people in the school community. In addition, where teachers work collaboratively and share responsibilities, greater satisfaction is expressed among teachers for their work. This is because teachers are given

the opportunities to generate their own new ideas and explore how these ideas can work in practice. High job satisfaction were found among employees who want their work place to be more dynamic and innovative (Belias, D., &Koustelios, A., 2014).

7. RECOMMENDATION AND FUTURE RESEARCH

Generally, this research indicates a clear understanding about the relationship between school culture and school innovativeness. However, the scope of the research is only in Tamil primary schools in Kuala Langat District, Selangor, Malaysia. Therefore, it is recommended to further studies in other locations as well. Future research can be done using a larger sample and in different location to generalize the findings.

Furthermore, qualitative studies can be carried out to get teacher's perception about school culture and school innovativeness in more detail. The findings of the qualitative study may help Tamil primary schools to identify appropriate culture they have to practise for better performance in innovativeness.

Furthermore, this is a quantitative research. So, it is encouraged to carry out qualitative research where we can examine the challenges face by schools to move out from traditional culture. Through qualitative research, we able to identify the individual teacher's perception regarding changing the culture to implement innovativeness in schools.

This research mainly concerns the association between school culture and school innovativeness. So, other variables such as school performance, student achievement, teachers' commitment which potentially affect by school culture can be tested as well.

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The Relationship between School Culture and School Innovativeness among National Type Tamil Primary Schools, SJK(T)S in Kuala Langat District, Selangor

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