

# Management of Effective Schools in Malaysia: Issues and Challenges

Dr. Kamarulzaman Kamaruddin, Faculty of Cognitive Science & Human Resource Development,  
Universiti Pendidikan Sultan Idris

## ABSTRACT

By the year 2010 the Malaysian Ministry of Education (MOE) has targeted that all schools in Malaysia will be Smart Schools. Before the agenda becomes a reality it is the responsibility of the ministry to work on all regular schools so that they become effective schools. Many educational psychologists believe that effective schools must have a strong instructional leadership, shared vision and goals, high academic expectation, systematic evaluation procedures, safe and conducive learning environment, School and class size and home-school relationship. Apart from these, effective schools should be viewed from the perspective of holistic national and international issues that present challenges to its effectiveness and global relevancy. Looking at this situation, there are groups of people who claim that there are many schools in Malaysia that have not fulfilled the qualities of an effective school. Anyway, the ministry is not keeping numb but is taking efforts so that effective schools can become a reality nationwide. Therefore, this paper attempts to discuss the issues and challenges regarding the management of effective schools in Malaysia. In pursuant to this, data were collected from previous studies done in Malaysia, survey done on various regular schools in the district of Tanjong Malim and Ulu Selangor and interviews with 82 headteachers who are pursuing their degree in Educational Management at Universiti Pendidikan Sultan Idris (UPSI). Perhaps this paper can give some insight into the issues which can be solicited and efforts can be taken to improve the management of regular schools in Malaysia.

## INTRODUCTION

Malaysia is a multicultural country comprising three major ethnic group i.e., Malays and Bumiputras (58.1%), Chinese (32.1%) and Indians (8.3%) (Malaysia Kita, 2000). Sensitive to the multi-ethnic of the population, Malaysia has set up two categories of regular school i.e. the *National* and *National-type school*. The National schools use Malay language as the medium of instruction and English is a compulsory subject while the National-type school use Mandarin and Tamil as the medium of instruction and Malay and English language are compulsory subjects. Table 1 shows the number of regular schools and classes in the various types of government and government-assisted schools.

**Table 1: Number of School and Class in Government and Government- Assisted Schools**

| Types of School                | Number of Schools | Number of Classes |
|--------------------------------|-------------------|-------------------|
| <b>Primary School</b>          |                   |                   |
| National School                | 5777              | 80007             |
| National School Type (Chinese) | 1288              | 18981             |
| National School Type (Tamil)   | 523               | 4433              |
| Special School                 | 28                | 290               |
| <b>Secondary School</b>        |                   |                   |
| Regular School                 | 1831              | 63946             |
| Fully Residential School       | 54                | 1250              |
| Religious School               | 55                | 1382              |
| Technical School               | 90                | 2670              |
| Special School                 | 4                 | 4                 |

Source: Malaysian Educational Statistics 2006

As we all can observe, the formal education in Malaysia begins in primary school which covers a total period of six years. At the primary school level, *New Primary School Curriculum (NPSC)* has been developed for the education of young children aged seven to twelve years old. It is aimed to provide a good foundation for the students to be proficient in reading, writing and arithmetic. At the end of year six, students will be assessed for the *Primary School Assessment Test (PSAT)*. Irrespective of their performance in the PSAT, students will be promoted to Secondary One, the foundation year of secondary education. Secondary education is divided into two main levels: *lower secondary* and *upper secondary*. The Malaysian lower secondary education prepares students to develop skills needed in life and to be useful citizens. The *Integrated Secondary School Curriculum (ISSC)* syllabus is developed to suit the needs and aspirations of the country. After completing the third year, the students are required to take a national assessment test, *Lower Secondary Assessment (LSA)*. Students' performance in LSA will determine their academic streaming to the upper secondary i.e., whether in science, arts, technical or vocational streams. After two years in upper secondary education, students will again be assessed by a compulsory national examination, *Malaysian Certificate of Examination (MCE)* or *Vocational Malaysian Certificate of Examination (VMCE)*, as in the case of the vocational streaming. Eventually, if we wish to see the continuity of our nation's education quality then effective schools should not be seen in the context of secondary schools but also from earlier stages of primary school.

Since independence, we have witnessed various changes in the Malaysian education system. As a developing nation, the objective of the education system is to accomplish training of skills which will not only produce a pool of well-educated, skilled and highly motivated workers, but also citizens with high moral and ethical values. This is why the quality of education system is so important in order to make this vision a reality. Indeed, effort is required to prepare the education system to face the challenges in the new millennium. Malaysian schooling culture must be transformed to one that will enable the graduates to perform in a global working environment in this information age. Nevertheless, the Ministry of Education has implemented various educational cultures such as Expectation School, Vision School, Smart School, and lately the Cluster School. The Ministry has targeted to convert all schools in Malaysia to be Smart Schools by the year 2010. As preparation to achieve this goal, MOE has to look at characteristics of effective schools as a benchmark.

Effective School is a concept which comes in many shapes and sizes, and communities across the country have that can be devised in various ways to create excellent schools. However, it shares a number of common characteristics such as a strong instructional leadership, systematic evaluation procedures to determine students' progress, good structural design, well-defined rules and discipline to create safe and conducive environment, class size and home-school relationship.

## **ISSUES AND CHALLENGES**

Both primary and secondary schools encountered many similar management issues. As a learning institution, one of the main issues is the management of school managers especially where their leadership and governance is concerned. Apart from this, Santrock (2001) the school managers of learning organization are responsible in establishing the safe and conducive learning environment in schools and therefore related to school and class size as well as home-school partnership. Meanwhile, the classrooms where teaching and learning take place need to be managed effectively. Therefore, it is the responsibility of headteacher as the manager of primary school and principals as the manager of secondary school to design the physical environment of the classroom for optimal learning, create positive environment for learning, establish and maintain rules, effectively deal with problems, effective usage of communication strategies and understand the development of the students.

The reviews of the research on effective schools concluded that the environment of schools does make a difference in students' learning. Some schools are more effective than others, and the school students attend can make a significant difference in their level of academic achievements. (Berliner, 1990; Henson & Eller, 1999, 1983; Othman, 2001; Sabu, 2005). Most effective schools, however, share a number of common characteristics, which are detailed below:

## **Professional Leadership and Governance**

It has often been observed that the “head of the school” is the key factor in how effective the school is. In an effective school the “principal” acts as an instructional leader and effectively and persistently communicates the school's mission to the staff, parents, and students. The principal understands and applies effective leadership skills to enable both students and staff to achieve the desired school and student achievements. Almost every single study on effective school has shown that both primary and secondary leadership to be the key factor. Mukhtar & Muslizah (2004) has drawn attention to the fact that no evidence of effective schools with weak leadership has emerged in reviews of effectiveness research. Reviews by Othman (2001) concluded that leadership is necessary to initiate and maintain school improvement. Leadership is not simply about the quality of individual leader although this is, of course, important. It is also about the role that leaders play, their style of management, their relationship to the vision, values and goals of the school, and their approach to change. MOE is aware of the important role of the headteacher/principal in school improvement. In their efforts to enhance the professionalism of headteachers/principals at the primary school level, MOE has drastically developed an intensive graduate program for the head teacher/principal. UPSI has been entrusted to conduct this program and there are 308 headteachers from various cohorts attending the program at UPSI (Universiti Pendidikan Sultan Idris Annual Report 2006). Today, Universiti Malaya dan Universiti Utara Malaysia is also now offering the same program as the UPSI.

## **Shared vision and goals**

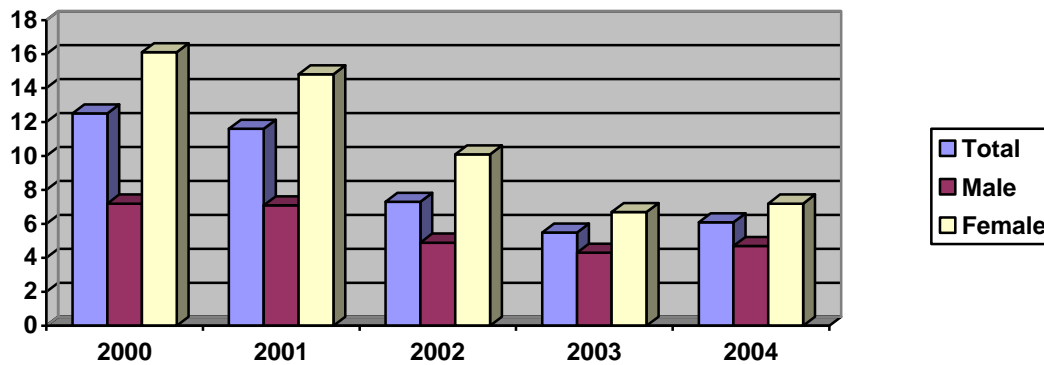
In an effective school there should be a clearly articulated school mission and vision. My visit to various schools in the district of Tanjong Malim and Ulu Selangor have shown that only the school administrators are clear with their school mission and vision. The school expects the teaching staff to understand the school mission and vision because it is documented in the teachers' Record Book which they write and refer as a teaching plan. Almost all teaching staff agrees that they should be told earlier about the school instructional goals, priorities, assessment procedures and accountability. A short study done by Kamaruddin & Bhasah (2004) have shown that a large majority of teachers work individually in implementing assessment, enforcing rules and policies in school. Therefore collegiality and collaboration among the teachers can only be seen at certain occasions in school but for academic purposes is seen to be less favourable. This phenomenon does not only happen in schools in the district of Tanjong Malim and Ulu Selangor, but is also found in other places in Malaysia. The finding is supported by the interview with 82 headmasters who agreed that sharing vision in uplifting the school's aspiration among the teachers is not internalised. They also agreed that at the primary and secondary levels, the recruitment of head teachers/principals and teachers should be based on the right set of criteria. Principals should be recruited from among those with a vision and high expectations for those who are placed in their charge. According to Mukhtar and Musliza (2004), pointed out the importance of a sense of unity such as cooperation, effective communication, and shared goals were given less attention although they agree on its importance.

## **High Academic Expectations**

Positive expectation of student achievement, particularly amongst teachers and parents, is one of the most important characteristics of effective schools (United States Department of Education, 1989). A large number of studies in several countries have shown a strong relationship between high expectations and effective learning (Mortimore, 1995). This is concerning teaching and learning and it depends on quality teachers who are always aware of the instructional requirements and know that students are expected to meet high academic expectations. At this point, we need to look at teacher education as we believe it can maintain and promote successful learning outcomes. High expectations have also been described as a “*crucial characteristic of virtually all effective schools*” (Levine & Lezotte, 1990). The important point as far as teachers are concerned is that low expectations go hand in hand with a sense of lack of control over students' difficulties and a passive approach to teaching. According to the report MOE (2005), there is still lack of trained teachers in the rural and remote areas (Figure 1). The lacking is in the critical subjects like Science, Mathematics and English. Until 2004, the lack of graduate and non-graduate teachers are 1395 in Science, 342 in Mathematics and 1796 in English (Ministry of Education, 2005).

Effective schools must provide opportunities for staff and trained teachers to regularly enhance their skills. This is to ensure the individual academic success of all students. Effective schools are learning organizations, with teachers and senior managers continuing to be learners, keeping up to date with their subjects and with advances in understanding about effective practice. We use the term “*learning organization*” in a second sense in which learning has the most effect when it takes place in the school itself or is school-wide, rather than specific to individual teachers. Being aware of this issue, MOE has taken specific measures such as offering postgraduate diploma programs in teaching for graduates who wish to make teaching as their profession, holiday programs for temporary teachers, giving incentives to those who are willing to work in remote areas and it looks like the percentage of untrained teachers has reduced as shown in Figure 1.

**Figure 1: Percentage of Untrained Teachers in Primary School**



*Source: Educational Management Information System, MOE*

### **Orderly and Conducive Environment**

There are several factors in the school climate which are related to students’ achievement (Purkey & Smith, 1983). An effective school maintains an orderly and safe climate which will contribute to a favourable environment in learning and teaching. A study done by Sabu (2005) has shown that the majority agree that some schools have not achieved a conducive and safe environment for students. This is based on several incidents that shocked the nation recently. Previously, there have been reported cases of “gangsterisme” in Kuala Kangsar, Perak. According to a study conducted by Noran Fauziah *et. al* (2002) and Abu Bakar *et. al* (2005) indicated that “bullying” is very common in primary as well as in secondary schools, thus giving us an impression that present schools are not safe. According to a report by the Royal Malaysian Police, 7614 students between the ages of 15 to 18 are involved in juvenile cases from 2000 to 2001 (Salina, 2002). Salina (2002) noted that secondary school students are involved in loafing, free socializing, extortion, fighting, theft, rape, murder and lately black metal culture. On 30<sup>th</sup> March 2004, we were shocked with the report of serious social ills when bullying and gangsterisme occurred in some schools. However, our simple survey found out that 70% still believed that our schools are still able to maintain an orderly and safe climate in teaching and learning. Students are encouraged to participate in learning process and engage in extra-curricular activities provided by the school. Our surveys also found that majority of parents believe that residential and controlled schools have an orderly and pleasurable learning environment. Steps have been taken by MOE to keep an orderly and pleasurable learning environment in schools by appointing school counselors and discipline teachers in every school. Today all school in Malaysia has set up counseling services and disciplinary board to overcome disciplinary issues to look of the students. For serious offences the students will be placed in rehabilitation centers.

### **Systematic Evaluation Procedures**

Effective schools use systematic evaluation procedures to determine students’ progress. Students’ progress is continually assessed to diagnose, evaluate, and provide feedback and graduation ceremonies, honor rolls, societies’

awards, and other official recognitions of accomplishment to recognize their achievements. In addition, effective schools accept responsibility for the outcomes of instruction and use achievement measures for program evaluation. Bear in mind that effective schools develop assessment programs that lead to improved instruction and increased student learning. In almost all Malaysian schools, student academic progress is measured frequently using a variety of assessment procedures. Every month students will sit for their monthly examination, plus the mid-semester and final examinations. With the present situation the teacher's role takes on a new dimension. He or she is no longer a subject teacher per se, but is also an assessor, as well as doing the work of a general clerk. The increase in the work load also contributes to the fact that most teachers feel uncomfortable as assessor in class. The fact that teachers have to ensure their students obtained good grades is also considered as important as teaching itself. The concentration is no longer on teaching the subject matter but on coaching the students on how to answer examination questions. Hence exam-oriented is becoming the culture of the school today. Teachers will be questioned if the percentage of students failing the subjects is considered relatively high. A study done by Kamaruddin & Bhasah (2004) shows that our school assessment still have not yet fulfilled the characteristics of effective school assessment. It has been said that for many years Malaysian schools system is leaning towards exam-oriented. In Malaysia, students' evaluation is divided into centralized examinations and the school based assessment. The Examination Syndicate Division is the body responsible for handling centralized examinations such PSAT, LSA and MCE. As such, the schools conduct the school based assessment while the examinations syndicate conducts the external examinations.

### Concentration on Teaching and Learning

The core activity of schools is teaching and learning and matters relating to the school teachers. These would appear to be obvious activities in an effective school but research suggests that schools differ greatly to the extent in which they concentrate on their primary purpose. Othman (2001) noted that school effectiveness is clearly dependent upon effective classroom teaching. Similar conclusions about the importance of teaching and learning at the classroom level are evident in the review by Creemers (1994). A number of studies have shown that correlations between focus on teaching and learning and school and teacher effectiveness. In some cases this focus has been defined by quantifying teachers' and pupils' use of time, and in others it has been defined in terms of other measures of the school's concentration on the actual process of learning and on achievement. It is clearly vital for schools and teachers to focus on the quality as well as the quantity of teaching and learning which takes place.

### School and Class Size

Carson & Badarack (1989) reported that small class size is far better off and it is associated with the increased in students' performance. A study was done by Kamaruddin & Bhasah (2004), shows that the occurrence of small class size school is very rare in Malaysia except for residential schools and science stream classes. However, many studies indicate that a small sized class of below 20 students has been proven to be advantageous and efficient.

**Table 2: Class Size of Regular Schools in the District of Tanjong Malim**

| Name of School                  | Average no. of pupil/student in class |                        |
|---------------------------------|---------------------------------------|------------------------|
| <b>Primary School</b>           | <b>Level 1</b>                        | <b>Level 2</b>         |
| Methodist Primary School        | 35 – 40                               | 35 – 40                |
| Tanjong Malim Primary School    | 35 – 45                               | 35 – 45                |
| National Type (Tamil) Primary   | 30 – 35                               | 30 – 35                |
| National Type (Chinese) Primary | 40 - 45                               | 40 - 45                |
| <b>Secondary School</b>         | <b>Lower Secondary</b>                | <b>Upper Secondary</b> |
| Methodist Secondary School      | 40 – 45                               | 35 – 40                |
| Khair Johari Secondary School   | 45 – 50                               | 33 – 35                |
| Catholic Secondary School       | 35 – 45                               | 35 – 45                |

*Source: Kamarulzaman & Bhasah (2004)*

Table 2 shows a survey done in a few school in the district of Tanjong Malim and Ulu Bernam, the classroom size is between 35 to 50 students in each class. The scenario happens to almost all secondary schools which are big in size. In Malaysia, a few primary schools serve as a feeder to one secondary school resulting in the increased number of students. Many problems manifest in large school size with diverse differences among the students and are rather difficult to observe positive interactions between teachers and students. In facilitating interactive learning, this situation is ineffective. In such a big class size, majority of the students are passive listeners and class discussion cannot be well initiated.

### Students' Rights and Opportunities

A common finding of effective schools research is that there can be quite substantial gains in performance when the self-esteem of students is raised, when they have an active role in the life of the school, and when they are given a share of responsibility for their own learning. Levels of self-esteem are significantly affected by treatment by others and are a major factor determining achievement (Mortimore, 1995; Marohaini, 2001). In Malaysia, every child has a right to be educated and it is the government's responsibility to provide them with education. Malaysian government's commitment towards education is contained in the Federal Constitution and the Education Act of 1996. It is stated that the provision of free education to every child of school-going age, for a period of eleven years. It is said that Malaysia is fully committed in providing Education for All in order to eradicate illiteracy. MOE is also sensitive to the multi-racial issues in Malaysian population and the government does not only allow the establishment of the National school to use the Malay language as the medium of instruction but also National-type schools using Mandarin and Tamil as the medium of instruction.

Meanwhile, disabled children have the right not only to be educated but also special care and training. Looking at the needs, Department of Special Education Program, an agency under the MOE, have provided educational opportunities and facilities to the students and they need to be placed in the most enabling environment such as Special School for Visually, Special School for Hearing Impaired, Consolidated Class Program and Inclusive Education Program for children with learning disabilities (Education in Malaysia, 2005). As in other developed countries, a young child has the opportunity to go to preschool established by the government and private kindergarten before they enroll in regular school. For young disabled children, a special nursery school program which provides special care, education and treatment is known as "early intervention program". A study conducted by Norani (2005) found that 73% of the formal preschool in Malaysia has accepted the disabled children and majority of them are children with learning disabilities. The findings showed that 9% of the preschool-age children were children with special needs.

**Table 3: Number of Children with Special Needs in Schools**

|                       |                             | School    | No. of Student | No. of School |
|-----------------------|-----------------------------|-----------|----------------|---------------|
| Visually impaired     | Inclusive                   | Primary   | 156            | 12            |
|                       |                             | Secondary | 235            | 13            |
|                       | Special                     | Primary   | 235            | 3             |
|                       |                             | Secondary | 121            | 3             |
| Hearing Impaired      | Inclusive                   | Primary   | 594            | 33            |
|                       |                             | Secondary | 917            | 40            |
|                       | Special                     | Primary   | 1752           | 25            |
|                       |                             | Secondary | 706            | 3             |
| Learning disabilities | Inclusive/<br>Consolidation | Primary   | 7052           | 656           |
|                       |                             | Secondary | 2515           | 320           |
| <b>Total</b>          |                             |           | 14283          |               |

*Source: Department of Special Education 2006*

To ensure the quality education can be achieved, MOE has provided support services to the students in primary and secondary school such as scholarship, text book loan scheme, nutrition and health program, supplementary food scheme and counseling services in school. At the primary and secondary school level, selected students are awarded with Federal Minor Scholarship. In the year 2000, about 166,164 students received Federal Minor Scholarship. The text

book on-loan scheme covers primary and secondary school levels and in the year 2007 the scheme is offered to all pupils and students regardless of their family social-economic status. Similarly for nutrition and health program provided to all students to ensure and improve the standard of health. The Supplementary Food Scheme is the extension of this program and it caters for the poor students throughout the country. In 2004, RM153.1 million was spent on this scheme (Ministry of Education, 2005). To cater for the students' well-being, MOE has directed that every primary and secondary school has a Counseling and Guidance Unit headed by a full time school counselor. The school counselors are primarily concerned with the students' welfare, providing career guidance, organizing motivational courses and talks. In 2003, 2,378 primary schools had full time school counselors and meanwhile 3,173 secondary schools had their full time school counselors (Ministry of Education, 2005).

### Home-School Partnership

Effective schools research generally shows that supportive relations and cooperation between home and schools have positive effects. Parents involvement is the participation of parents in every facet of the education and development of their children from birth to adulthood, recognizing that parents are the primary influence in children's lives. Coleman *et al* (1993) has drawn particular attention to the benefits of schools fostering parents' involvement in their children's learning. In Malaysia, almost every school has established their Parent-Teacher Association (PTA) in enhancing educational activities and the students' performance. In some schools, the parents will coordinate to create a safe environment and needed services for children and youth, identify ways the community and business can interact with students and the school, and encourage the community to use the school facilities. A survey was done by Sharifah Zuraimah (2005) on parental involvement in nine secondary schools in the state of Negeri Sembilan and Melaka. Table xx shows the unfavorable result of four aspects of parental involvement in school i.e. communication between home and school (mean = 2.32), the school promote and support parenting skills (mean = 1.55), parents were allowed to play integral role in assisting teaching and learning (mean = 1.64), parents are welcomed to school (mean = 1.70) and parents as partners in the decisions that affect students (mean = 2.39). But the school encourage collaboration with community (mean = 3.59) seem to be quite favorable. Meanwhile, a research done by Azizah (2001) indicated that the schools seemed to involve parents more in activities that are non-academic such as to inform parents regarding their children's misconduct in school (mean = 3.71), to invite parents to school functions such as the Sports Day or Speech Day (mean = 3.67) and to ask parents for donation and funds (mean = 3.56).

**TABLE 4: Parental involvement in Secondary schools**

| Parental Involvement Dimension                            | N   | M    | S.D  | %    |
|---|-----|------|------|------|
| Home-School Communication                                 | 196 | 2.32 | 1.39 | 76.9 |
| Promoted and supported parenting skills                   | 196 | 1.55 | 1.29 | 82.1 |
| Parents role in assisting teaching and learning           | 196 | 1.64 | 1.30 | 43.9 |
| Parents are welcome to school                             | 196 | 1.70 | 1.65 | 68.7 |
| The school encourage collaboration with community         | 196 | 3.59 | 1.44 | 63.9 |
| Parents as partners in the decisions that affect students | 196 | 2.39 | 1.27 | 68.7 |

Source: Sharifah Zuraimah, 2005

A short study on a few schools in the district of Tanjong Malim and Ulu Bernam shows that there is less supportive relationship and co-operation between parent and teachers although the Parent-Teacher Association (PTA) has been established at every school. Most head teachers and principals expressed their disappointment with the poor attendance and participation during PTA's meeting which had a turnout of only 10% - 15%. Our observation found that parents' involvement in educational activities is still unsatisfactory. Parents are not encouraged to come to schools especially to enquire about their children's academic achievement and discipline in schools. Parents can only come when there are called by the school to collect the children's report card after the mid-term examination. There are

teachers who feel uneasy with the presence of parents in schools and consider their coming to be an interruption to their teaching process. Many parents have reported that they do not get satisfactory treatment from the teachers.

## CONCLUSION

It was found that effective school has a great impact on educating the citizens. Although effective schools is no longer a new concept in Malaysia since it was introduced in 1995 but the development and realization towards it is still in the infancy stage and a long way to be translated into effective strategies. Hence, the Ministry of Education should be more proactive with the implementation of effective schools in Malaysia. The important point we want to highlight here is that these characteristics can be used to describe in the context of higher learning institutions. They are relevant in explaining the functions of universities and what can be done towards realizing the organizational effectiveness. Hence, the need for cultural change is imperative which calls for the transformation of organizational values, norms, structure and processes. This transformation does not mean that the essential values for academic freedom, intellectual creativity and the new wisdom must be sacrificed. In achieving the organizational change, top management of universities must articulate the changes that are required with utmost commitment and perseverance.

## REFERENCES

- Azizah, L.N. (2001). *Teachers' Perception on Parental Involvement*, paper presented at the National Seminar of Malaysian Education, Kota Kinabalu, Sabah, 12 – 13 November 2001.
- Abu Bakar, N., Abdul Malek, A.R., Amir, H.D. & Ismail, A.R. (2005) *Bullying in Malaysia*.: Universiti Pendidikan Sultan Idris Research Centres, Tanjong Malim, Perak.
- Berliner, D. (1990). Creating the right environment for learning. *Instructor*, 99, 16 - 17.
- Carson, M.D. & Badarack, G. (1989). *How changing class size affects classrooms and students*. Riverside, CA: University of California at Riverside, California Educational Research Cooperative.
- Coleman, P. Collinge, J. & Seifert, T. (1993) Seeking the Levers of Change: Participant attitudes and school improvement, *School Effectiveness and School Improvement*, 4, (1): 59 - 43.
- Creemers, B. P. (1994). *The International School Effectiveness Research Programme ISERP First Results of the Quantitative Study*, paper presented at the British Education Research Association conference, Oxford, September 1994.
- Department of Special Education (2006). *Annual Report*, Putrajaya: Malaysian Ministry of Education.
- Henson, K.T. & Eller, B.F. (1999). *Educational Psychology for Effective Teaching*, Belmont CA: Wadsworth Publishing Company.
- Kamaruddin, K. & Bhasah, A.B. (2004): An Evaluation on Effective School in Malaysia: A bird View, paper presented at the International Education Conference, Kuching, Sarawak, 23 – 24 August 2004.
- Lezotte, L. (1989). School improvement based on the effective schools research, *International Journal of Educational Research*, 13 (7): 815 – 825.
- Malaysian Educational Statistics (2006). Putraya: Education Planning and Research Division, Ministry of Education.
- Marohaini, Y. (2001). *Teacher Education for Effective School*, Kuala Lumpur: Universiti Malaya Press.
- Ministry of Education (2005). *Education in Malaysia: A Journey to Excellence*, Educational Planning and Research Division.
- Mukhtar, A. & Muslizah, Y. (2004). Sekolah Berkesan: Citra Watak Perwatakan Kedinamisme Kepengetuaan, National Seminar of Teacher Education, Jitra, Kedah, 7 March 2004.
- Mortimore, P. (1995) *Key Characteristics of effective schools*, paper presented at Seminar Sekolah Efektif at Institut Aminuddin Baki, Genting Highlands, Malaysia, 13 - 14 July 1995.
- Noran Fauziah, Y., Jazimin, J., Rajendran, N. & Bhasah, A.B. (2003). Bullying Among National and National Type Schools in Perak, Universiti Pendidikan Sultan Idris Research Centres, Tanjong Malim, Perak.
- Norani, S. (2005) *Pendidikan Kanak-kanak Berkeperluan Khas di Prasekolah*, paper presented at the Seminar Kebangsaan Kanak-kanak Istimewa, Kota Kinabalu, Sabah, 17 – 18 December 2005.
- Othman, G. (2001). Sekolah berkesan dan program pembiakan sekolah di Malaysia, *Past Issues of Educator Digest*, Vol. 1, No. 2/2001, Universiti Sains Malaysia.
- Purkey, S. C. & Smith, M. S. (1983) Effective Schools: A Review, *Elementary School Journal*, 83, (4): 427-452.



- Sabu, A. (2005). Ke arah penyeliaan sekolah yang efektif, *Jurnal Pengurusan dan Kepemimpinan Pendidikan*, Institut Aminuddin baki, Vol.8, No. 1, 25 – 31.
- Salina Ibrahim (2002). Bilik Darjah Tidak Selamat Lagi. *Utusan Malaysia*, 26 Ogos 2002.
- Santrok, J.W. (2001). *Educational Psychology*: New York: McGraw-Hill Company.
- Sharifah Zuraimah, S.Z. (2005). Parental Involvement in Secondary School: A survey in the District of Kuala Pilah, Unpublished Master Degree Dissertation, Faculty of Education, National University of Malaysia.
- Universiti Pendidikan Sultan Idris (2005). Annual Report 2005. Tanjong Malim: Treasury Division, Universiti Pendidikan Sultan Idris