

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – II Issue-IV (July – August) 2024

Frequency: Bimonthly



## DISTRIBUTOR'S LEADERSHIP STYLE AND HAPPY PERSONALITY IN THE SUCCESS OF TANJONG MALIM NATIONAL SCHOOL

Velayudhan P.K.Veeran<sup>1\*</sup>, Hari Krishnan Andi<sup>2</sup>, Abu Yazid Jaafar<sup>3</sup>, Zaliazuar Abdul Rahman@Ali,  
Jam<sup>4</sup>, Miah Suraj<sup>5</sup>, Nur Azlina Muzeri<sup>6</sup>, Khairul Azizah Musa<sup>7</sup>, Saidatul Muallimah Mohd Zaki<sup>8</sup>, Hasliza  
Dahlan<sup>9</sup>, Farawahidah Ahmad Fuzi<sup>10</sup>, Maheswary Pk.Veeran<sup>11</sup>

<sup>1, 3, 4, 5, 6, 7, 8, 9, 10, 11</sup> SK Tanjong Malim

<sup>2</sup>Asia Metropolitan University

| **Received:** 26.08.2024 | **Accepted:** 29.08.2024 | **Published:** 31.08.2024

\*Corresponding author: Velayudhan P.K.Veeran  
SK Tanjong Malim

### Abstract

The results of the study related to Happy Personality are (  $M : 3.6$ ;  $SP : .50$ ;  $N : 76$ ;  $p < .05$  ) showing that the teachers at Sekolah Kebangsaan Tanjong Malim are at a very high level in Happy Personality. For the mean of distributor leadership style (  $M = 3.23$ ,  $SP = .39$ ,  $n = 76$  ) and happy personality (  $M = 3.54$ ,  $SP = .50$ ,  $n = 76$  ) where there is a positive relationship that is (  $.801$ ;  $p < .05$  ) is high where it is a new finding in this study. The reliability of the 40 research questions is 96.3 which is high. Analysis of the school's PBS data proves excellent achievement with 96.84% (8558) of the school's students successfully achieving TP3 to TP6 and only 3.16% (280) of students achieving TP1 to TP2. This proves that the efforts of school teachers with happy personalities bring excellent success in the curriculum together with happy school leadership.

**Keywords:** Distributor Leadership, Happy Personality, Characteristics And Characteristics That Contribute To Success

### 1.0. INTRODUCTION

The leadership of a Headmaster plays a very important role in the management and development of a school. A Headmaster's leadership style depends on the strengths, weaknesses, and needs of each school. Successful Headmasters are often able to adapt their style according to different situations and needs (Marques, J., & Dhiman, S., 2017).

### 1.1. DISTRIBUTOR LEADERSHIP

Distributive leadership refers to management that focuses on the distribution of responsibility and authority to individuals in the organization. In the context of Sekolah Kebangsaan Tanjong Malim, distributor leadership can contribute to success in the following ways (Leithwood, K., B. Mascal, T. Strauss, R. Sacks, N. Memon, and G. Yashkina, 2006).

- **Distribution of Responsibilities:** Recognize the talents and abilities of each individual in the school and assign appropriate responsibilities. This can build self-confidence and motivation among academic and administrative staff.
- **Integrated Involvement:** Encouraging the involvement of all members in the school's decision-making and planning process. Teachers, students, and parents can be given the opportunity to share their views. This will create an inclusive environment and provide an opportunity to care about the various needs within the school.
- **Professionalism Development:** Offers opportunities for professional development through training, workshops, and sharing sessions. This will help teachers improve their skills and bring innovation into the teaching process.
- **Recognition and Appreciation:** Recognize the efforts and achievements of staff on a regular basis. This can increase morale and give them an incentive to continue to give their best (Hallinger, P., & Heck, RH, 2009).

### 1.2. HAPPY PERSONALITY

A happy personality refers to a positive perception and understanding of happiness and the practice of practices that can improve the emotional and mental well-being of individuals in school. How a happy personality can contribute to the success of Tanjung Malim National School:

- **Emotional Well-Being:** Teachers and students with happy personalities tend to be more resilient to stress and challenges in the school environment. This can reduce the incidence of stress and fatigue among staff.
- **Improved Interaction:** A happy personality is often related to better social skills. Teachers who can interact positively with students, colleagues, and parents can build strong relationships, which in turn help in effective school management.
- **Student Motivation and Performance:** Students who feel happy at school tend to be more motivated to learn and participate in school activities. This is possible encouraging achievement more academic height.
- **Innovation Catalyst:** Good emotional well-being can stimulate creative and innovative thinking in teaching and learning. Happy teachers tend to try new approaches in teaching.

In an effort to achieve success at Tanjung Malim National School, a combination of distributor leadership that brings individuals or teachers and a happy personality that builds a positive environment can help create a dynamic and successful school culture (Michael, A. 2002).

## 2.0. CHARACTERISTICS AND CHARACTERISTICS THAT CONTRIBUTE TO SUCCESS

However, some characteristics and personality traits can contribute to feelings of happiness and emotional well-being (Velayudhan Veeran, 2013). Some feature this including:

1. **Optimism:** Individuals with an optimistic personality tend to see the positive side in all situations and have positive hopes for the future.
2. **Emotional Resilience:** People with good emotional resilience are able to cope with stress more effectively, which can lead to feelings of happiness and well-being.
3. **Gratitude:** Appreciating the little things in life and feeling grateful can increase feelings of happiness.
4. **Openness to New Experiences:** Accepting new experiences with an open attitude can provide pleasure and a sense of well-being.
5. **Positive Social Relationships:** Positive relationships with people in the environment can increase feelings of happiness.
6. **Freedom:** Being able to feel happy and satisfied with yourself, without depending on the evaluation or recognition of others.
7. **Ability to Manage Stress:** The ability to overcome stress and manage negative emotions effectively can bring emotional well-being.
8. **Involvement in Fun Activities:** Involvement in activities that are enjoyed and give a feeling of happiness.
9. **Self-Acceptance:** Accepting yourself with all your strengths and weaknesses can contribute to feelings of happiness.

It is important to remember that each individual is unique and complex, and the feeling of happiness can vary from one person to another. If you want to improve your emotional well-being and create a "happy personality," consider developing a positive attitude, taking care of your mental and physical health, maintaining good relationships, and doing activities that bring you happiness. In an effort to achieve success at Tanjung Malim National School, a combination of distributor leadership that deceives individuals and a happy personality that builds a positive environment can help create a dynamic and successful school culture (Michael, A. 2002).

Distributed leadership theory is a concept in the field of organizational leadership and education that shows leadership is not limited to one individual or a designated leadership position. Instead, it suggests that leadership is divided among various individuals or members in groups, organizations, or teams (Mascall & T. Strauss, 2009; Harris, A, 2008).

The success of a primary school in co-curriculum is an achievement that has a positive impact on the holistic development and growth of students. Co-curricular activities include activities outside the academic curriculum, such as sports, art, club and association activities, community service, and others. Success in co-curriculum provides various benefits to students, including social development, creativity, leadership, and life skills (Fauzi Hussin et al., 2014).

Here are some aspects of elementary school success in co-curricular:

1. **Good Academic Performance:** Success in extracurriculars should not ignore academic performance. Schools that achieve a balance between excellent academic performance and extracurricular achievements demonstrate a holistic approach to education.
2. **Active Participation:** Successful extracurricular schools usually have students who are actively involved in various activities. This includes participation in sports, art competitions, debates, art performances, etc.
3. **Recognition and Awards:** Various awards and recognition in the field of co-curricular shows the performance of the school. This can include awards for academic performance, sports, art, or other relevant fields.
4. **Development of Leadership Skills:** Success in co-curricular activities can be seen through the development of students as leaders in various fields. Successful schools are able to form students who are able to take initiative, lead projects, and take responsibility.
5. **Creative and Innovative Programs:** Schools that create creative and innovative co-curricular programs often get attention. For example, a mentor-mentee program, a community project that has a positive impact, or a unique art activity.
6. **Cooperation and Team Spirit:** Success in a team sport or art group shows good cooperation and teamwork. This fosters values such as cooperation, communication, and conflict management.
7. **Attendance in Competitions and Outside Performances:** Attendance and achievement in competitions or performances outside the school (district, state, national) show a higher level of excellence.
8. **Continuity and Student Engagement:** Success in extracurriculars is not a momentary achievement. Schools need to show continuity in co-curricular programs and continuous involvement of students.
9. **Uniformity and Opportunities for All:** Success in co-curricular activities does not only involve high-achieving students, but also provides opportunities for all students to participate in activities that suit their interests and potential.
10. **Positive Effects on Students:** Success in co-curricular should have a positive effect on the development and well-being of students as a whole. This can be seen through improvements in their attitudes, values, and skills.

It is important to remember that success in co-curricular activities is the result of collaborative efforts between students, teachers, school administration, and support from parents (Fauzi Hussin et al., 2014). A strong support system and commitment to the holistic development of students helps shape co-curricular success in primary schools.

### 3.0. TANJONG MALIM NATIONAL SCHOOL BACKGROUND

Tanjong Malim was first declared as a town in 1876 by Tuan List, the British resident representative in Teluk Kuwali and Raja Hitam bin Raja Onus. It is a town or district located in the southernmost part of the state of Perak. On the right side is the Titiwangsa Range and mountains, while on the other side there is a highland known as Changkat Asa. The population of Tanjong Malim consists of various races such as Malays, Indian Chinese and minorities such as Sikhs. The diversity of these races has created various schooling institutions in this district that represent those races (Mohd Tharmizi Mohd. Som, 2016). Sekolah Kebangsaan Tanjong Malim has gone through various stages of development since its establishment until now. Its name also changed several times, from Sekolah Melayu Tanjong Malim (1894-1923) to Sekolah Latihan SITC (1923-1956) and then to Sekolah Kebangsaan Tanjong Malim (1957- now). Each level has its own history (Mohd Nor Long, 1968).

#### 3.1. HISTORY OF TANJONG MALIM MALAY SCHOOL (1894-1923)

Sekolah Kebangsaan Tanjong Malim or its original name Sekolah Melayu Tanjong Malim has been developed since 1894 with an area of 60 feet wide and 60 feet long. According to Certificate Plan No. 11501 Lot No. 2635, land place building the said established is rights owned by SITC Tanjong Malim (Mohd Tharmizi Mohd Som, 2016). Building originally only consists of from bamboo used as walls and leaves reeds or nipah as a roof. School this start used regularly officially at the beginning in 1895 when placed below responsibility a headmaster named Mr. Lembang brought from Singapore by the British government. Mr. Lembang is one of the teachers who have receive exercise from College Singaporean teachers who have opened in 1878. In 1897, the school this placed below area power Perak Education Office established in Ipoh in 1890 below school nazir administration (Muhammad Ghazali Hanafiah, 1969).

#### 4.0. STUDY FOCUS

This Study Focuses On Distributor Leadership Style And Happy Personality In The Success Of Tanjong Malim National School.

#### 5.0. LITERATURE HIGHLIGHTS

Starting the second wave, the Malaysian Education Development Plan (2013-2025) aims to place quality leadership in schools. The main focus of PPPM is to form school leaders who are skilled and competent in the field of leadership (Syed Abdullah, 2020). At the school level, the leader is a fundamental individual in planning and managing all tasks related to the school. Further to that, PPPM also emphasized that all schools in Malaysia are advised to move from traditional leadership towards distributive leadership of head teachers (Azizul Asi and Mohamed Yusoff, 2018). The main motive of this transfer is to form quality leadership in the school. According to Cansoy, (2018) the distributive leadership of head teachers at the school level is able to produce an organized and systematic education system. It is clear that how important is the distributive leadership of the principal in the school.

The five-factor model of personality is a set of five broad dimensions or domains of traits, often called the "Big Five": *Extraversion, Agreeableness, Conscientiousness, Neuroticism*

(Emotionally Stable), and openness to experience leading to well-being or peace of mind (McCrae & Costa, 1997; McCrae, Robert R., Oliver P. John. 1992).

According to the study of Azhar Harun et al, (2016) is to determine the level of use of distributive leadership by principals and then determine the relationship between the use of teacher leadership and principal leadership in secondary schools on the East Coast of Peninsular Malaysia. The study involved 400 educators. The study found that the leadership of high school principals is high. Results of data analysis from a study by Zuraidah Juliana et al. (2016), The Influence of Distributive Leadership on Conflict Management Among School Leaders involving 220 educators, found that there is a moderate positive relationship between conflict management and distributive leadership. In addition, it was found that distributive leadership has an effect on conflict management in schools.

## 6.0. RESEARCH METHODOLOGY

Research methodology refers to the approach and steps taken in the research process or scientific research. It includes various methods, techniques, and strategies used to collect data, analyze information, and answer research questions.

This study uses survey research methods as well as school data. According to Johnson and Onwuegbuzie (2004), the combined type of research method aims to obtain the deepening tendencies of researchers today. According to the study of Greene and Caracelli (1997), Howe (1988), Johnson and Onwuegbuzie (2004) and Sechrest and Sidana (1995) found that the combined research method can overcome the weaknesses of a research method, which is from the quantitative method and has advantages such as the Triangulation method data that involves collecting various types of data to research the same phenomenon. This study combines a quantitative method through a survey method on teachers' views and a qualitative method through the collection of actual student achievement data at school which further strengthens the findings of this study.

Distributor leadership style research questions of 30 items were taken and modified from (Malaysian Education Development Plan 2013-2025; KPM, 2011: Velayudhan Veeran, 2013). For the happy personality, 10 items were taken and modified from a questionnaire (Velayudhan Veeran, 2013) namely job satisfaction and self-actualization among primary school teachers and the Happiness Inventory Test was taken from the "Oxford Happiness Inventory" which was analyzed by Michael (2002).

### 6.1. DATA ANALYSIS

The researcher used SPSS software version 27.0 to analyze the data. To answer the first research question, the researcher used the descriptive method to calculate the mean, percentage and standard deviation. Table 1 below shows the mean score of the study interpreted through a Likert scale.

**Table 1: Likert Score Interpretation Score**

Interpretation Table of Mean Score Level Min Score	Interpretation Level Min
0.00 – 1.00	Very low
1.01 – 2.00	Low
2.01 – 3.00	Height
3.01 – 4.00	Very high

## 7.0. STUDY OBJECTIVES

Objective general research this is for measure style distributor leadership and personality happy in success School National Tanjung Malim and objectives specifically is;

- i. Measuring distributor's leadership style and happy personality in the success of Tanjung Malim National School.
- ii. Measuring the relationship between the distributor's leadership level and the teacher's happy personality in the success of Tanjung Malim National School.
- iii. Measuring the level of achievement of the students in Tanjung Malim National School PBDS.
- iv. Measuring the achievement of Tanjung Malim National School co-curricular activities.

## 8.0. RESEARCH DATA ANALYSIS

Research data analysis involves the process of examining, cleaning, interpreting, and presenting data collected during a research study

### 8.1. RESEARCH FINDINGS

Researchers can effectively analyse research data to generate meaningful insights and contribute to the advancement of knowledge in their respective fields.

#### 8.1.1. FIRST STUDY QUESTION

- i. What is the level of distributor leadership with the happy personality of Tanjung Malim National School teachers.

This research question was answered by using a descriptive test to see the views of Tanjung Malim National School teachers about the school's success.

This study was answered by a total of 76 out of 77 teachers in this school. They consist of 13 (17.1%) male teachers and 66 (82.9%) female teachers of the National School, Tanjung Malim. They consist of 4 people aged 20-30 years old (5.3%), 28 people aged 31-40 years old (36.8%), 30 people aged 41-50 years old (39.5%), who are 51 years old and above a total of 14 people (18.4%). Respondents by race were Malays as many as 71 (93.4%), Chinese as many as 2 (2.6%), Indians as many as 3 (3.9%). Teaching experience as a teacher from 1-10 years for a total of 22 people (28.9%), 11-20 years for a total of 32 people (42.1%), 21-30 years for a total of 16 people (21.1%), 31 years and above for a total of 6 people (7.9%), their role as one Head Teacher (1.3), 4 Senior Assistant Teachers (6.6%), 8 Subject Committee Leaders (10.5%), 62 Teachers (81.6%) and 6 Singles people (7.9%), Married a total of 70 people (92.1%) at Sekolah Kebangsaan, Tanjung Malim.

#### 8.1.1.1. CURRICULUM QUESTION ITEMS

The results of the study for curriculum-related questions Classroom Assessment (PBD) is a form of assessment that is not based on exams, grades and scores are [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 24 teachers (31.6%); Strongly Agree: 49 teachers (64.5),  $n = 76$ ]. The results of the study show that the teachers at Tanjung Malim National School are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum You often attend courses or briefings related to PBD. are [Strongly Disagree: 3 teachers (3.9%); Disagree: 24 teachers (31.6%); Agree: 37 teachers (48.7%); Strongly Agree: 12 teachers (15.8%),  $n = 76$ ]. The results of the study show that the teachers at Tanjung Malim

National School are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum Through PBD assessment, students are trained to think critically to improve their achievement are [Strongly Disagree: 0 teachers (0%); Disagree: 2 teachers (2.6 %); Agree: 38 teachers (50%); Strongly Agree: 36 teachers (47.4%),  $n = 76$ ]. The results of the study show that the teachers at Tanjong Malim National School, at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum Teachers can evaluate students more fairly because they are based on their level of achievement and are no longer evaluated by marks are [Strongly Disagree: 1 teacher (1.3%); Disagree: 14 teachers (18.4%); Agree: 40 teachers (52.6%); Strongly Agree: 21 teachers (27.6%),  $n = 76$ ]. The results of the study show that the teachers at Tanjong Malim National School are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum Difficulty in meeting the requirements of all descriptors and evidence that teachers are less transparent in placing bands on students are [Strongly Disagree: 6 teachers (7.9%); Disagree: 13 teachers (17.1%); Agree: 43 teachers (56.6%); Strongly Agree: 14 teachers (18.4%),  $n = 76$ ]. The results of the study show that the teachers at Sekolah Kebangsaan Tanjong Malim are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum I understand about the concept of the School Transformation 2025 (TS25) program are [Strongly Disagree: 1 teacher (1.3%); Disagree: 4 teachers (5.3%); Agree: 49 teachers (64.5%); Strongly Agree: 22 teachers (28.9%),  $n = 76$ ]. The results of the study show that the teachers at Tanjong Malim National School are at a very high level for this question as shown in Table 2 below.

Research results for questions related to the curriculum Do environmental changes according to PAK 21 and TS25 have a positive impact on students? is [Strongly Disagree: 1 teacher (1.3%); Disagree: 5 teachers (6.6%); Agree: 45 teachers (59.2%); Strongly Agree: 25 teachers (32.9%),  $n = 76$ ]. The results of the study show that the teachers at Sekolah Kebangsaan Tanjong Malim are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum I am satisfied with the administrative pattern in this school. are [Strongly Disagree: 2 teachers (2.6%); Disagree: 1 teacher (1.3 %); Agree: 35 teachers (46.1%); Strongly Agree: 38 teachers (50%),  $n = 76$ ]. The results of the study show that the teachers at Sekolah Kebangsaan Tanjong Malim are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum Government policies related to education have been successfully applied by school administrators are [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 36 teachers (47.4%); Strongly Agree: 37 teachers (48.7 %),  $n = 76$ ]. The results of the study show that the teachers at Tanjong Malim National School are at a very high level for this question as shown in Table 2 below.

The results of the study for questions related to the curriculum I am willing to cooperate if needed in the success of a program organized by the school. are [Strongly Disagree: 1 teacher (1.3%); Disagree: 0 teachers (0%); Agree: 32 teachers (42.1%); Strongly Agree: 43 teachers (56.6%),  $n = 76$ ]. The results of the study show that the teachers at Tanjong Malim National School are at a very high level for this question as shown in Table 2 below.

The results of the study for curriculum-related questions for the total number of questions A1 to A10 are ( $M :3.3$ ;  $SP:.39$ ;  $N :76$ ;  $p < .05$ ) for this question. The results of the study show that the teachers at Sekolah Kebangsaan Tanjong Malim are at a very high level in relation to the curriculum as shown in Table 2 below.

**Table 2: Questions 1 to 10 and Total Curriculum**

Items	Amount Respondent	Minimum	Maximum	Min	Deviation Standard	p < 05
A1	76	1.00	4.00	3.5921	.61487	.000
A2	76	1.00	4.00	2.7368	.75487	.000
A3	76	2.00	4.00	3.4342	.54980	.000
A4	76	1.00	4.00	3.0789	.72596	.000
A5	76	1.00	4.00	2.8553	.81165	.000
A6	76	1.00	4.00	3.2105	.59589	.000
A7	76	1.00	4.00	3.2368	.62968	.000
A8	76	1.00	4.00	3.4737	.59941	.000
A9	76	1.00	4.00	3.4605	.59868	.000
A10	76	1.00	4.00	3.5395	.57598	.000
EVERAGE	76	1.80	3.90	3.2618	.39597	.000

#### 9.1.1.2. CO-CURRICULUM QUESTION ITEMS

Result for question related extracurricular Do you understand will the concept of 1 student 1 sport is [Strongly Disagree: 1 teacher (1.3%); Disagree: 0 teachers (0 %); Agree: 34 teachers (44.7%); Strongly Agree: 41 teachers (53.9%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, very high level for question this like Table 3 below.

Result for question related extracurricular Implementation of Policy 1 Pupil 1 Sports increases less student engagement active for too as well as in activity sports next polish the talent of students who have potential for developed is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%) ; Agree : 34 teachers (44.7%); Strongly Agree : 39 teachers (53.9%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, very high level for question this like Table 3 below.

Result for question related extracurricular Do school you implement base every student takes at least one type sports are [Strongly Disagree : 2 teachers (2.6%); Disagree : 4 teachers (5.3%) Agree : 33 teachers (43.4%); Strongly Agree : 37 teachers (48.7%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, very high level for question this like Table 3 below .

Result for question related extracurricular School a lot organizing programs related to 1 Student 1 Sports for unearth student talent and improve student involvement is [Strongly Disagree: 2 teachers (2.6%); Disagree: 1 teacher (1.3%); Agree: 37 teachers (48.7%); Strongly Agree: 36 teachers (47.4%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, very high level for question this like Table 3 below.

Result for question related extracurricular Convenience school enough for implement activity sports or organize something competition is [Strongly Disagree: 4 teachers (5.3%); Disagree: 16 teachers (21.1%); Agree: 45 teachers (59.2%); Strongly Agree: 11 teachers (14.5%),  $n = 42$ ]. Result show that the teachers at the School National Tanjong Malim, at the level height for question this like Table 3 below.

Result for question related curriculum I have more commitment big if compared student involvement in sports is [Strongly Disagree: 2 teachers (2.6%); Disagree: 22 teachers (28.9%) ; Agree : 40 teachers (52.6%); Strongly Agree : 12 teachers (15.8%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at the level height for question this like Table 3 below.

Result for question related Parent curriculum give full cooperation and support against involvement child them in extracurricular is [Strongly Disagree: 1 teacher (1.3%); Disagree: 5 teachers (6.6%) ; Agree : 47 teachers (61.8%); Strongly Agree : 23 teachers (30.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 3 below.

Result for question related curriculum Students are happy and more enthusiastic for learn is [Strongly Disagree: 1 teacher (1.3%); Disagree: 4 teachers (5.3%) ; Agree : 36 teachers (47.4%); Strongly Agree : 35 teachers (46.1%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 3 below.

Result for question related weak student curriculum in activity extracurricular removed from team is [Strongly Disagree: 23 teachers (30.3%); Disagree: 29 teachers (38.2%); Agree: 20 teachers (26.3%); Strongly Agree : 4 teachers (5.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, very low level for question this show that the teachers are very cooperative in run his responsibility like Table 3 below.

Result for question related curriculum you can afford teach the subject of Physical Education and Health though not from the option teacher education physical is [Strongly Disagree: 8 teachers (10.5%); Disagree: 8 teachers (10.5%) ; Agree : 40 teachers (52.6%); Strongly Agree : 20 teachers (26.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 3 below.

Result for question related extracurricular for sum questions B1 to B10 are ( $M : 3.1$ ;  $SP : .43$ ;  $N : 76$ ;  $p < .05$ ) for question this. Result show that the teachers at the School National Tanjong Malim is at a very high level related extracurricular like Table 3 below.

**Table 3: Questions 1 to 10 and Co-Curriculum Totals**

Items	Amount Respondent	Minimum	Maximum	Min	Deviation Standard	$p < 05$
A1	76	1.00	4.00	3.5132	.57720	.000
A2	76	1.00	4.00	3.4605	.62055	.000
A3	76	1.00	4.00	3.3816	.71119	.000
A4	76	1.00	4.00	3.4211	.65855	.000
A5	76	1.00	4.00	2.8158	.72499	.000
A6	76	1.00	4.00	2.8421	.73126	.000
A7	76	1.00	4.00	3.2237	.62394	.000
A8	76	1.00	4.00	3.3816	.65253	.000
A9	76	1.00	4.00	2.0658	.88447	.000
A10	76	1.00	4.00	2.9342	.88447	.000
TOTAL A	76	1.00	4.00	3.1039	.43434	.000

### 9.1.1.3. QUESTION ITEMS OF STUDENT AND COMMUNITY AFFAIRS

Result for question related to Student and Community Affairs Do you understand will base management thing student affairs are [Strongly Disagree : 1 teacher (1.3%); Disagree : 1 teacher (1.3%) ; Agree : 50 teachers (65.8%); Strongly Agree : 24 teachers (31.6%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 4 below.

Result for question related thing Student and Community Affairs Do the environment SK Tanjong Malim school is safe, clean and cheerful [Strongly Disagree: 1 teacher (1.3%); Disagree: 3 teachers (3.9%) ; Agree : 42 teachers (55.3%); Strongly Agree : 30 teachers (39.5%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 4 below.

Result for question related to Student and Community Affairs Management distribution and return book efficient text can launched business learning [Strongly Disagree: 1 teacher (1.3%); Disagree: 1 teacher (1.3%); Agree: 38 teachers (50%); Strongly Agree: 36 teachers (47.4%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 4 below.

Result for question related to Student Affairs and the Teacher Community should understand and recognize any student who often give rise to problem discipline and give more focus against them for get cooperation is [Strongly Disagree: 1 teacher (1.3%); Disagree: 1 teacher (1.3%) ; Agree : 35 teachers (46.1%); Strongly Agree : 39 teachers (51.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 4 below.

Result for question related to Student and Community Affairs Is it reasonable? the name of the absent student school entered to in System Student Personality (SSDM) is [Strongly Disagree: 2 teachers (2.6%); Disagree: 15 teachers (19.7%) ; Agree : 39 teachers (51.3%); Strongly Agree : 20 teachers (26.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at a very high level for question this like Table 4 below.

Result for question related to Student and Community Affairs School hold a program that produces skilled and balanced students from side physical, emotional, spiritual, intellectual and social is [Strongly Disagree: 2 teachers (2.6%); Disagree: 1 teacher (1.3%); Agree: 41 teachers (53.9%); Strongly Agree: 32 teachers (42.1%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at the level height for question this like Table 4 below.

Result for question related to Student and Community Affairs Every incoming teacher to class need make sure class in situation clean and organized before implement teaching and learning is [Strongly Disagree: 1 teacher (1.3%); Disagree: 0 teachers (0%) ; Agree : 26 teachers (34.2%); Strongly Agree : 49 teachers (64.5%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, on a very agreeable level for question this like Table 4 below.

Result for question related to Student and Community Affairs Do citizens school this have good relationship by community is [Strongly Disagree: 1 teacher (1.3%); Disagree: 1 teacher (1.3%) ; Agree : 41 teachers (53.9%); Strongly Agree : 33 teachers (43.4%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at the level height for question this like Table 4 below.

Result for question related to Student and Community Affairs PIBG plays role important in effort increase consensus between mother father and teacher, added financial school and care student welfare such as get better recover and add infrastructure school is [Strongly Disagree: 1 teacher (1.3%); Disagree: 4 teachers (5.3%) ; Agree : 31 teachers (40.8%); Strongly Agree : 40 teachers (52.6%),  $n = 76$ ]. Result show that the teachers at the School National Tanjong Malim, at the level height for question this like Table 4 below.

Result for question related to Student and Community Affairs for sum questions C1 to C10 are ( $M :3.4$ ;  $SP:.44$ ;  $N:76$ ;  $p < .05$ ) for question this. Result show that the teachers at the School National Tanjong Malim is at a very high level related thing student and community affairs like Table 4 below.

**Table 4: Questions 1 to 10 and Total Student and Community Affairs**

Items	Amount Respondent	Minimum	Maximum	Min	Deviation Standard	$p < 05$
C1	76	1.00	4.00	3.2763	.55615	.000
C2	76	1.00	4.00	3.3421	.60117	.000
C3	76	1.00	4.00	3.4605	.57598	.000
C4	76	1.00	4.00	3.4868	.59985	.000
C5	76	1.00	4.00	2.9868	.57720	.000
C6	76	1.00	4.00	3.0395	.75614	.000
C7	76	1.00	4.00	3.3816	.63176	.000
C8	76	1.00	4.00	3.6184	.56491	.000
C9	76	1.00	4.00	3.4079	.59279	.000
C10	76	1.00	4.00	3.4737	.64236	.000
TOTAL C	76	1.00	4.00	3.3474	.44944	.000

#### 9.1.1.4. HAPPY PERSONALITY QUESTION ITEMS

Result for question related Happy Personality I am happy work at THIS school is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%) ; Agree : 24 teachers (31.6%); Strongly Agree : 49 teachers (64.5%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality The subjects I teach are appropriate by area me is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 24 teachers (31.6%); Strongly Agree: 49 teachers (64.5%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related My Happy Personality comes to school by happy each day is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 30 teachers (39.5%); Strongly Agree : 43 teachers (56.6%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality I am happy by parties' administration school is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 32 teachers (42.7%); Strongly Agree: 40 teachers (53.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality I am proud to be a school teacher this is [Strongly Disagree: 1 teacher (1.3%); Disagree: 2 teachers (2.6%); Agree: 23 teachers (30.3%); Strongly Agree: 50 teachers (65.8%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Personality Happy Salary that I am accept enough by job me is [Strongly Disagree: 1 teacher (1.3%); Disagree: 4 teachers (5.3%); Agree: 32 teachers (42.1%); Strongly Agree : 39 teachers (51.3%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality I have many friends who hang out friendly at school is [Strongly Disagree: 1 teacher (1.3%); Disagree: 1 teacher (1.3%); Agree: 24 teachers (31.6%); Strongly Agree: 50 teachers (65.8%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality Students are happy learn by me is [Strongly Disagree: 1 teacher (1.3%); Disagree: 0 teachers (0%) ; Agree : 31 teachers (40.8%); Strongly Agree : 44 teachers (57.9%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Personality Happy Atmosphere school give spirit for me teach is [Strongly Disagree: 1 teacher (1.3%); Disagree: 5 teachers (6.8%); Agree: 30 teachers (40.5%); Strongly Agree: 38 teachers (51.4%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

Result for question related Happy Personality I suppose self me as a good teacher is [Strongly Disagree: 1 teacher (1.3%); Disagree: 1 teacher (1.3%); Agree: 34 teachers (44.7%); Strongly Agree: 40 teachers (52.6%),  $n = 76$ ]. Result show that the teachers at the School National Tanjung Malim, at a very high level for question this like Table 5 below.

The results of the study for questions related to Happy Personality for the total number of questions D1 to D10 are ( $M :3.6$ ;  $SP:.50$ ;  $N :76$ ;  $p < .05$ ) for this question. The results of the study show that the teachers at Sekolah Kebangsaan Tanjung Malim are at a very high level in relation to Happy Personality as shown in Table 5 below.

**Table 5: Questions 1 to 10 and Total Happy Personality**

Items	Amount Respondent	Minimum	Maximum	Min	Deviation Standard	p < 05
D1	76	1.00	4.00	3.5921	.61487	.000
D2	76	1.00	4.00	3.5921	.61487	.000
D3	76	1.00	4.00	3.5263	.62126	.000
D4	76	1.00	4.00	3.5132	.59985	.000
D5	76	1.00	4.00	3.6316	.58520	.000
D6	76	1.00	4.00	3.4342	.66001	.000
D7	76	1.00	4.00	3.6184	.58804	.000
D8	76	1.00	4.00	3.5526	.57491	.000
D9	76	1.00	4.00	3.4474	.68107	.000
D10	76	1.00	4.00	3.4868	.59985	.000
TOTAL D	76	1.00	4.00	3.5395	.50334	.000



So objective research first accomplished by measure style distributor leadership and personality happy in success School National Tanjung Malim.

## 9.2. SECOND STUDY QUESTIONS

Research questions the second is measure relationship level distributor leadership with personality happy teacher in success School National Tanjung Malim. Research questions this answered by using test Pearson correlation for see relationship for measure level distributor leadership with personality happy teacher It is meet requirement basic study, that is both data are interval data. Requirement the second is both data are normally distributed fulfilled So, study this can analyzed by using test Pearson's correlation for fulfilling requirement basic research. who have Trustworthiness *Cronbach's alpha* for 40 questions research is 96.3 is height like view (Mohd Majid Konting, 2000). The results of the study for the mean distributor leadership style ( $M = 3.23$ ,  $SP = .39$ ,  $n = 76$ ) and happy personality ( $M = 3.54$ ,  $SP = .50$ ,  $n = 76$ ) as in Table 6. There is a relationship (.801;  $p < .05$ ) is high where a new finding in this study such as Table 6 and Table 7 below.

**Table 6; Test Correlation**

The relationship between the distributor's leadership level and the teacher's happy personality		Happy Personality	
Distributor Leadership	Pearson Correlation	1	.801 **
Sig. (1-tailed)		.000	
N		76	76
Happy Personality	Pearson Correlation	.801 **	1
Sig. (1-tailed)		.000	
N		76	76

**Table 7. Test Descriptive**

	Min	Deviation Standard	Amount Respondent
TOTAL D	3.5395	.50334	76
TOTAL	3.2377	.38622	76

So objective research the second accomplished by measure relationship between level distributor leadership with happy personality in success School National Tanjung Malim.

## 9.3. THIRD STUDY QUESTION

- iii. Measuring level student achievement in PBD National Tanjung Malim School. This research questions this answered by using analysis the overall summary level of classroom assessment for the month of August 2023 for all subjects as follows;

### OVERALL SUMMARY OF CLASSROOM ASSESSMENT (PBD)

#### AUGUST 2023 FOR SUBJECTS

#### MALAY LANGUAGE

Level Mastery of Bm	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	12	89	206	282	182	116	887
	1.4	10.0	23.2	31.8	20.5	13.1	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
88.6%			11.4%				

#### ENGLISH

Level Mastery of BI	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	3	51	297	314	194	26	885
	0.3	5.8	33.6	35.5	21.9	2.9	100%

Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
93.9%			6.1%				

### MATHEMATICS

Level Mastery Mathematics	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	28	344	358	121	36	887
	0.0	3.2	38.8	40.4	13.6	4.1	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
96.8%			3.2%				

### SCIENCE

Level Mastery of Science	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	0	382	328	171	6	887
	0.0	0.0	43.1	37.0	19.3	0.7	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

### ISLAMIC EDUCATION

Level of Mastery of Pen. Islamic Religion	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	50	275	367	185	6	883
	0.0	5.7	31.1	41.6	21.0	0.7	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
94.3%			5.7%				

### HISTORY

Level Mastery of History	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	0	31	133	260	20	444
	0.0	0.0	7.0	30.0	58.6	4.5	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

### PHYSICAL EDUCATION AND HEALTH

Level Control of PJKK	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
-----------------------	-----	-----	-----	-----	-----	-----	--------------------

Percent(%)	0	0	236	223	371	57	887
	0.0	0.0	26.6	25.1	41.8	6.4	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

#### ARABIC LANGUAGE

Level Mastery of Arabic	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	46	327	342	171	1	887
	0.0	5.2	36.9	38.6	19.3	0.1	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
94.8%			5.2%				

#### MUSIC

Level Mastery of Music Education	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	1	0	106	361	366	51	885
	0.1	0.0	12.0	40.8	41.4	5.8	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
99.1%			0.1%				

#### VISUAL ARTS EDUCATION

Level Mastery of Arabic	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	0	82	485	284	36	887
	0.0	0.0	9.2	54.7	32.0	4.1	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

#### MORAL EDUCATION

Level Mastery of Moral Education	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	0	1	1	2	0	4
	0.0	0.0	25.0	25.0	50.0	0.0	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

#### DESIGN AND TECHNOLOGY

Level Mastery of RBT	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	0	0	0	158	209	48	415
	0.0	0.0	0.0	38.1	50.4	11.6	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
100%			0%				

#### GENERAL SUMMARY OF ALL SUBJECTS IN SCHOOL

Level Mastery of Arabic	TP1	TP2	TP3	TP4	TP5	TP6	Number of Students
Percent(%)	16	264	2287	3352	2516	403	8838
	0.18	2.98	25.88	37.93	28.47	4.56	100%
Percent Dominate			Percent Dominate				
TP3 - TP6			TP1 & TP2				
96.84%			3.16%				

(Source: SKTM PBS File Year 2023)

Analysis of the school's PBS data proves excellent achievement with 96.84% (8558) of the school's students successfully achieving TP3 to TP6 and only 3.16% (280) of students achieving TP1 to TP2. This proves that the efforts of school teachers in bringing outstanding success in the curriculum is achieved with the evidence of data such as the data above.

So the general objective of this study is to review the level of achievement of Tanjong Malim National School and the third specific objective is to measure the school's PBS achievement. Data analysis shows the achievement of each subject in all PBS subjects as many as 8558 students or 96.84% got TP3 to T6. So the objective of the study was achieved by measuring the level of achievement of the students in PBS Sekolah Kebangsaan Tanjong Malim.

#### 9.4. FOURTH STUDY QUESTION

- iv. What is the level of achievement of Tanjong Malim National School co-curricular activities.

#### ACHIEVEMENT LIST OF UNIFORMED PRIMARY/PPKI SK TANJONG MALIM UNITS

##### YEAR 2023

NO.	UNIFORM UNITS	COMPETITION NAME	STUDENTS NAME		STAGE	ACHIEVEMENT
1.	SCOUTS	JOTA JOTI WORLD CAMP SILVER STATE LEVEL (CAMPING)	1.	MUHAMMAD AMIR HUSAINI BIN MOHD SUFIYUDDIN	STATE	PARTICIPATION
			2.	MUHAMMAD AMAR MUAZ BIN MOHD AZHARI		
			3.	MUHAMMAD AMIR MUIZ BIN MOHD AZHARI		
	JAMBOREE ASSEMBLY OF LOVE IMAGES OF THE APOSTLE SAW NATIONAL LEVEL	1.	MUHAMMAD AMIR HUSAINI BIN MOHD SUFIYUDDIN	NATIONALITY	PARTICIPATION	
CHIEF AWARD OF THE STATE SCOUT COMMISSIONER	1.	KAMARUL AQEEL BIN KAMARUL AZUAN	STATE	RANK – BLUE SIGN		
	2.	PRESENT RIFQIE BIN SHAMSI				

		(AKKPNg) MUALLIM DISTRICT 2023 (5 DEC 2023)	3. UMAR ZUKARNAIN BIN MOHD ZAIMIRUDDIN		
			4. MUHAMMAD NAFIZ ASHRAF BIN ZEFRI		
			5. MUHAMMAD ANIQ DANISH BIN AFZANIZAM		
			6. AMMAR HAZIQ BIN ZULFAZLI		
			7. MUHAMMAD HARITH HAZIQ BIN ROZALI		
			8. MUHAMMAD IQBAAL BIN ROSLI		
			9. MUHAMMAD ADIB BIN MAKHTAR		
			10. MOHAMAD MUQRIZ BIN RA'IN		
			11. KHAIRUN'NAUFAL BIN KHAIRUL AZLY		
			12. IMAN FACIHAH BINTI MAT YAKI @ MOHD ZAKI		
			13. MUHAMMAD DARWISH HIDAYATULLAH BIN RASHID		
			14. NOR SYAKIRIN RAMDHAN BIN NOR FADZLI		
			15. MUHAMMAD MUJAAHID BIN MAZDI		
			16. MUHAMMAD IRFAN BIN SOFFIAN		
			17. AMSYAR ANAS BIN AKMALHIJAZ		
			18. NUR ZULFAH WIRDANIE BINTI ROSLYZAM (PPKI)		
2.	PPIM	YOUNGEST PRINCESS (RANK)	1. AINA SARA BT ABADI	STATE	RANK - YOUNGEST PRINCESS
			2. NUR HADIFAH ZULFA BINTI AHMAD HASBULLAH		
			3. MARLISSA DAUGHTER OF AKMAL HISHAM		
			4. MUNA 'IZZAH BINTI MADI		
			5. NUR AQILAH BINTI KHAIRUL AZHAR		
			6. NUR DAMIA QISTINA BINTI NIDZWAN		
			7. AISYI MADEEHA BT MOHD FADZLY		
			8. PRINCESS NUR INSYIRAH BT MEGAT PUTERA		
			9. SHAZA MAYA INSYIRAH BT SHAHRUL NAIM		
			10. KHAISARA IRDINA BT ROSLEE		
			11. FAIZATUL ZUYYIN BT ZUL FAKHRI		
			12. NUR ARISSA IZZ ZARA BT ZAFARUL ALWI		
			13. DURRAH AUNI BT ZAHIRAN		
			14. NUR AINAA DAMIA BT NOOR FAIZAN		

15.	BALQIS NUR BATRISYA BINTI MUHAMAD AZZUAN
16.	NUR ADLINA RIFQAH BINTI MOHD ASHRAF
17.	NURUL ALIAH MAISARAH BINTI AIDIL SYAIFFUL HASRUL
18.	NURHAMANI RAUDHATUL AJWAH BINTI MOHD FAZLI
19.	NURZAMIYA AS-SAFFIRAH BINTI ZAMRI
20.	NUR ANNISA FAIHA BINTI ADE
21.	NUR FARHANA BINTI ZAIDI
22.	HAYFA SYAKIRAH BT MOHAMAD HARIZ
23.	INTAN NUR KHAYLA BT NIZAM
24.	NUR AMNI FATIHA BT FADHLI SAFUAN
25.	LIGHT QASPUTRI BT JUZAIDY
26.	CHINTA NUR ELIESYA BT SHAMSUL SHAHRUL
27.	A'ISHYAH NADHIRAH BINTI HAFIZAL
28.	AIENUR QASEH BINTI ABDULLAH
29.	ASYFA RAYHANA BINTI ABDUL RAHMAN
30.	NUR AZZAHRA BALQISH BINTI MUHAMMAD ADNY
31.	NUR RAIHAN AMANI BINTI MD RIDDUAN
32.	NUR ILIYANA DAMISHA DAUGHTER OF ABDUL MAJID
33.	WAN NUR IZZ INSYIRAH BINTI MOHD SARIMAN
34.	ARIANNA SYAKIRA BT SHABRI
35.	NURUL SHAFIRAH BT KHAIRUL SHAMSUL
36.	NADAITUL UMAIRAH TAJUDDIN BT ABDULGHAFFAR
37.	NUR AIMI AQILAH BT MOHD HAIZAL
38.	NUR AQILAH BT AMIRUL FADZLISHAH
39.	NUR DHIYA NELLISA BT MAT NASIR
40.	FARHA ARISA BT ALWI
41.	NUR SYARMILA BT RASHIDI
42.	NURAI SYAH NADHIRAH BT ZAINURI
43.	NUR KHALISAH ADRIANA BT KHAIRUL AKMAL

			44.	NUR ATIELIYA IZZATI BINTI ABDULLAH		
			45.	AISYA NURSAHIRA BINTI SUHANDI		
			46.	NUR AINA BINTI MEOR HISHAM		
			47.	ASMA HANNA DAUGHTER OF MUHAMMAD ANAS		
			48.	NUR QASIH AMIRA BINTI ABDULLAH		
			49.	NUR UMAIRA BINTI RUSLAN		

**LIST OF ACADEMIC PERDANA/PPKI SK TANJONG MALIM ACHIEVEMENTS**

**YEAR 2023**

NO.	CO ACADEMIC	COMPETITION NAME	STUDENTS NAME		STAGE	ACHIEVEMENT
1.	MALAY	PROGRAM ESSAY WRITING COMPETITION SOWING THE SPIRIT OF LOYALTY TO KING AND COUNTRY NEGERI PERAK 2023	1.	SHAZA MAYA INSYIRAH BINTI SHAHRUL NAIM	STATE	PARTICIPATION
2.		MALAY STORYTELLING COMPETITION LEVEL 2 SR NEGERI PERAK	1.	NURUL HUSNA BINTI MOHD HAFIZ	STATE	PARTICIPATION
3.		SR NEGERI PERAK POETRY DECLAMATION COMPETITION	1.	NUR DAMIA QISTINA BINTI NIDZWAN	STATE	CHAMPION
4.		NATIONAL LEVEL POEM DECLAMATION COMPETITION	1.	NUR DAMIA QISTINA BINTI NIDZWAN	NATIONALITY	CHAMPION
5.		POETRY FESTIVAL	1.	AMMAR HAZIQ BIN ZULFAZLI	STATE	PARTICIPATION
			2.	MADIHAH ARIFAH SAYLSA DAUGHTER OF JEFFREY SHAH RIZAL		
			3.	AUNI NURDHIYA MEDYNA BINTI ZULMAJDI		
			4.	NUR AISHYA HUMAIRA BINTI MOHD ZAIHAM IZWAN		
			5.	PRINCESS NUR INSYIRAH DAUGHTER OF PRINCE MEGAT		
2.	ENGLISH	PRIMARY SCHOOL PUBLIC SPEAKING AND ESSAY WRITING COMPETITION UNDER THE PROGRAM OF	1.	AHMAD YUSUF BIN SAHUL HAMID	STATE	PARTICIPATION

		SOWING THE SPIRIT OF LOYALTY TO THE KING AND COUNTRY IN CONJUNCTION WITH INDEPENDENCE MONTH AT THE SILVER STATE LEVEL 2023					
3.	PAI/BA COMMITTEE	NASYID (FKISS)	1.	AMMAR HAZIQ BIN ZULFAZLI	STATE	THIRD	
			2.	MUHAMMAD AL-FATEH BIN MUHAMMAD SALLEHUDDIN			
			3.	MUHAMMAD DARWISH HIDAYATULLAH BIN RASHID			
			4.	MUHAMMAD MUJAAHID BIN MAZDI			
			5.	NOR SYAKIRIN RAMDHAN BIN NOR FADZLI			
			6.	MUHAMMAD FARIZ ZAQWAN BIN RADZMIL AZRAIDI			
			7.	MUHAMMAD IRFAN BIN SOFFIAN			
			8.	MUHAMMAD HARIZ HILMI BIN ISMY IZAM			
			LITTLE DAIE (L) ILSS	1.	AQIL RAYAN BIN MOHD FIRDAUS	STATE	PARTICIPATION
4.	RBT	PERAK STATE PRIMARY SCHOOL INNOVATION AWARD (AISR) 2023	1.	MUHAMMAD ADIB BIN MAKHTAR (6RI)	STATE	PARTICIPATION	
			2.	NUR IMAN BALQIS BT SHAFIZAN (6RI)			
			3.	NOOR ZULAIKHA BT MOHD IRWAN (6RI)			
			SATRIA CIPTA COMPETITION NATIONAL LEVEL 2023	1.	PRINCESS NUR INSYIRAH DAUGHTER OF PRINCE MEGAT	STATE	PARTICIPATION
		2.		AQIL RAYAN BIN MUHD FIRDAUS			
		3.		NUR AISHYA HUMAIRA BINTI MOHD ZAIHAM IZWAN			
5.	SCIENCE	SILVER STATE LEVEL STEM CARNIVAL BRIDGE BUILDING COMPETITION	1.	MUHAMMAD IZZUDDIN ARIFF BIN MOHD SANI	STATE		
			2.	MUHAMMAD BIN AHMAD KAMAL IHSAN			
			3.	MUHAMMAD HARITH DANIAL BIN MOHD HAFIZ			
6.	PSV	SINGING A DUET	1.	MUHAMMAD AL-FATEH BIN MUHAMMAD SALLEHUDDIN	STATE	PARTICIPATION	
			2.	MUHAMMAD FARIZ ZAQWAN BIN RADZMIL AZRAIDI			
1.	PPKI	e-CURRICULUM:	1.	MUHAMMAD ADIB MUSYRIF	STATE	PARTICIPATION	



	SOLO SINGING (SK / MALE)		BIN MOHD YAMIN		
	e-CURRICULUM: JUNJUNG BETEL COMPOSITION (KUD / ELEMENTARY SCHOOL / MALE)	1.	YASHH MOHAMAD BIN SHAMSUR RAHMAN	STATE	PARTICIPATION
		2.	ALEEYA MAISARAH BINTI MOHD JAMIL		

This research question is answered by using the analysis of the overall summary of the School's Co-Curriculum Activities for the Year 2023 as follows;

## 10. SUMMARY

Happy distributive leadership and personality bring good success to his students with outstanding success. The results of the study show that teachers with high motivation and high distributive leadership practices have a high degree of success and bring significant success. Furthermore, there is a great relationship between distributive leadership and the teacher's happy personality as found in a study by (Velayudhan PK Veeran, 2013). The success of a school depends on all parties such as the findings of this study which lead to continued glory and success for the children in a brighter and more glorious future.

## REFERENCE

- Abdullah, Siti Aisyah (2017). " The Role of the Inspector of Schools (Nazir Sekolah ) In Improving the Quality of Education in the State of Perak, 1890-1900." *History* , vol. 26, no. 1, 2017, pp. 20–32., doi:10.22452/ history vol26 no1.2.
- Alma Harris, (2008), "Distributed leadership through the looking glass", *Journal of Educational Administration*, Vol. 46 Iss http://dx.doi.org/10.1108/jea.2008.07446baa.001
- Andy Hargreaves, Dean Fink, (2008), "Distributed leadership: democracy or delivery?", *Journal of Educational Administration*, Vol. 46 Iss. 2 pp. 229-240. <http://dx.doi.org/10.1108/09578230810863280>
- Azhar Harun, Ramli Basri, Zaidatol Akmaliah Lope Pihie & Soaib Asimiran . 2016.
- International Journal of Education and Training ( InjET )*, 2(2), pp1-13.
- Co-Curriculum Data (2023). School National Tanjung Malim 2023.
- Data File (2023). Tanjung Malim School-Based Assessment in 2023.
- Fauzi Hussin et al. (2014). Co-Curricular Management Practices Among Novice Teachers in Malaysia. *Asian Journal of Education and e-Learning*, 2(2), 119 125.
- Hanover Research. (2016). Teacher Experience and Student Achievement. <https://www.gssaweb.org/wp-content/uploads/2016/05/Teacher-Experience-and-Student-Achievement.pdf>
- Greene, J., & Caracelli , V. (1997). *Advances in mixed methods evaluation: The challenge and benefits of integrating diverse paradigms*. San Francisco: Jossey-Bass.
- Harris, A. (2008). Distributed Leadership: What We Know? *Journal of Education Administration* 46(2): 172–188 ISSN 9578234
- Hallinger, P., & Heck, R.H. (2009). Distributed leadership in schools: Does system policy make a difference? In A. Harris (Ed.), *Distributed leadership: Studies in education leadership* (pp. 101–117). Dordrecht, Netherlands: Springer.
- Hanover Research. (2016). Teacher Experience and Student Achievement. <https://www.gssaweb.org/wp-content/uploads/2016/05/Teacher-Experience-and-Student-Achievement.pdf>
- Husain, H., et al. (2015). *Teacher competence and its relationship with students' co-curricular achievement in secondary schools*. Personalized Education Symposium: An-Nur Treatise Perspective (SPRiN2017).
- Howe, KR (1988). Against the quantitative qualitative incompatibility, thesis or dogmas die-hard. *Educational Researcher*, 17 (8), 10-16.
- Johnson, RB, & Onwuegbuzie, AJ (2004). Mixed methods research: A research paradigm whose times come. *Educational Researcher*, 33 (7), 14-26.
- Malaysia Education Ministry. 2013. Professional Learning Communities (PLCs). Putrajaya: Teacher Education Division.
- Malaysia Education Ministry. 2013. *Malaysian Education Development Plan 2013-2025*. Putrajaya: Ministry of Education Malaysia.
- Leithwood , K., B. Mascal, and T. Strauss (2009). *Distributed Leadership According to the Evidence*, London, Routledge.
- Leithwood , K., B. Mascal, T. Strauss, R. Sacks, N. Memon, and A. Yashkina (2009).
- Distributing Leadership to Make Schools Smarter: Taking Ego out of the System. Leithwood , K., B. Mascal, T. Strauss, R. Sacks, N. Memon, and G. Yashkina (2006).
- "Distributing Leadership to Make Schools Smarter." Leadership and Policy. Leithwood , K., et al. (2004). Review of research: How leadership influences student learning. The Wallace Foundation.
- Locke, EA (1970). The supervisor as motivator: His influence on employee performance and satisfaction. In BM Bass, R. Cooper, & JA Haas (Eds.), *Managing for task accomplishment* ( pp . 57-67). Heath.
- Marques, J., & Dhiman, S. (2017). *Leadership today: Practices for personal and professional performance*. Springer International Publishing.
- Maslow, AH (1970). *Motivation and personality* (2nd ed.). Harper & Row.
- Mohd Majid Konting. (2000). *Educational research methods* (5th ed.). Language and Library Council.
- McCrae, RR, & Costa, PT, Jr. (1997). Personality trait structure as a humanuniversal. *American Psychologist*, 52, 509-516.

28. McCrae, Robert R., and Oliver P. John. 1992 . An introduction to the five-factor model and its applications. *Journal of Personality* 60.2: 175–215.
29. Mascall, and T. Strauss (2009). *Distributed Leadership According to the Evidence*, London,
30. Mayorwetz , D. (2008). Making sense of Distributed Leadership: Exploring the Multiple Usages of the Concept in the Field Educational Administration Quarterly 44: 424–432.
31. Mohd Nor Long (1968). *The Development of Malay Schools in the State of Perak: (1889-1956)*, University of Malaya, 1968. Pg 54
32. Mohd Tharmizi Mohd Som (2016). *History of Tanjong Malim 1870 to 2015*. District Council Tanjong Malim.
33. Muhammad Ghazali Hanafiah (1969), *The Development of Malay Education in the Federated Malay States, 1896-1905*, University of Malaya, Kuala Lumpur.
34. Rogers, CR (1961). On becoming a person: A therapist's view of psychotherapy. Boston: Houghton Mifflin.
35. Ryan, RM, & Deci, EL (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publishing.
36. Sechrest, L., & Sidana, S. (1995). Quantitative and qualitative methods: Is there an alternative? *Evaluation and program planning*, 18, 77-87.
37. Spillane, JP and E. Camburn (2006). The practice of Leading and Managing: The Distribution of Responsibility for Leadership and management in the Schoolhouse. American Educational Research Association. San Francisco.
38. Spillane, JP (2006). *Distributed Leadership*. San Francisco CA, Jossey-Bass.
39. Spillane JP, Halverson R and Diamond J (2004) Towards a theory of school leadership practice: Implications of a distributed perspective. *Journal of Curriculum Studies* 36(1): 3–34.
40. Velayudhan PKVeeran & Mohamad Amin Khoiril Anwar (2020). *Job satisfaction Self Perfection*. Rawang: Pustaka Karyaku Entreprise.
41. Velayudhan PKVeeran(2013 ). *Job Satisfaction And Self-Accomplishment In Elementary School Teachers* . (Unpublished Phd thesis). UPSI, Tanjong Malim.
42. Viviane MJ Robinson, (2008), "Forging the links between distributed leadership and educational outcomes", *Journal of Educational Administration*, Vol. 46 Iss 2 pp. 241- 256, <http://dx.doi.org/10.1108/09578230810863299>
43. Zuraidah Juliana, Yahya Don & Siti Noor (2016). Influence Leadership Distributive against Management Conflict in Circle The leader School . *Malaysian Journal of Education*, 41(2).
44. Di Domenico, SI, & Ryan, RM (2017) The emerging neuroscience of intrinsic motivation: A new frontier in self-determination research. *Frontiers in Human Neuroscience*, 11, 145.
45. Dimech, AS, & Seiler, R. (2011). Extra-curricular sport participation: A potential buffer against social anxiety symptoms in primary school children. *Psychology of Sport and Exercise*, 12(4), 347-354.
46. D'Silva, V. (2014, September 4). Co-curricular activities are crucial. <https://www.nst.com.my/news/2015/09/co-curricular-activities-are-crucial>
47. Dwipmallika , D. (2016). Role of co-curricular activities in bringing all-round development to the students of high school stage with special reference to Guwahati, India: A study. *The Clarion – International Multidisciplinary Journal*, 5(2), 75-81.
48. Husain, H., et al. (2015). *Teacher competence and its relationship with students' co-curricular achievement in secondary schools*. Personalized Education Symposium: An-Nur Treatise Perspective (SPRIN2017).
49. Kajal Sharma.(2019). Importance of co-curricular activities in school. <https://www.theasianschool.net/blog/importance-of-co-curricular-activities- in-school/>
50. Kamisah Ismail et al. (2010). The use of Contingency Theory in management and accounting research. *Journal of Accounting Perspectives*, 3 , 22-37.
51. Malaysia Education Ministry. (2012). *Malaysia Education Development Plan 2013-2025*. Putrajaya.
52. Malaysia Education Ministry. (2011). *The interim strategic plan of the Ministry of Education Malaysia 2011-2020*. Putrajaya.
53. Leithwood , K., et al. (2004). Review of research: How leadership influences student learning. The Wallace Foundation.
54. Locke, EA (1970). The supervisor as motivator: His influence on employee performance and satisfaction. In BM Bass, R. Cooper, & JA Haas (Eds.), *Managing for task accomplishment* ( pp . 57-67). Heath.
55. Marques, J., & Dhiman, S. (2017). *Leadership today: Practices for personal and professional performance*. Springer International Publishing.
56. Maslow, AH (1970). *Motivation and personality* (2nd ed.). Harper & Row.
57. Mohd Majid Konting. (2000). *Educational research methods* (5th ed.). Language and Library Council.
58. Rogers, CR (1961). On becoming a person: A therapist's view of psychotherapy. Boston: Houghton Mifflin.
59. Ryan, RM, & Deci, EL (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publishing.
60. Velayudhan Veeran. (2004). The relationship between elementary school teachers' job satisfaction and demographic factors. Unpublished master's project paper. UPSI, Malaysia.
61. Velayudhan Veeran. (2013). Job satisfaction and self-improvement among primary school teachers. Unpublished Doctoral Thesis. UPSI, Malaysia.
62. Verma, G., & Mallick, K. (1999). *Researching education: Perspectives and techniques*. Falmer Press.
63. Vroom, VH (1964). *Work and motivation* . John Wiley & Son, Inc.