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Exploring Intellectual Capital

School Culture and Its Relationship with Teacher Leadership

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Abstract
This study aimed to investigate the relationship between school culture and teacher leadership. A total of 194 teachers from 22 primary schools were selected as respondents. A set of questionnaires were used as primary data collection and the data were analysed using descriptive statistics. The findings show that "teachers' professionalism and goal setting" is the dominant school culture dimensions. Whereas, "exemplify the best" and "being referenced leader" are the widely practiced teacher leadership features. The correlation analysis shows that there is a very strong and significant correlation between school culture and teacher leadership. The findings of this study can be used for in-service training in order to enhance teachers' professionalism.
Keywords: Teacher Leadership, School Culture, Teachers' Professionalism

Introduction
School culture and teacher leadership are vital in determining school's excellence. A number of studies have been conducted in order to examine school culture and teacher leadership, however the studies on examining the relationship between these two elements are still lacking. Researchers often focus on the importance of the school culture in students' achievements (Adeogun & Olisaemeka, 2011). The excellence of a school is usually portrayed by its achievements in public examinations. This excellence is certainly depending on teachers who are acting as prime movers in school. Quality teachers are often the product of a systematic and intensive education during teachers' training which helps to form the excellent personality of teachers and master knowledge in every field according to one's specialization (Hamidah Yusof et.al, 2014). Besides the training that have been received, culture of a particular school may also play an important role in shaping and influencing teacher's personality and leadership skills (Flores, 2004).

School is one of the social systems that have adopted the practice and values. Diversity of elements that exist and interact is establishing a school culture that reflects the identity of a school (Banks, 2010). School culture comprises of philosophy, ideology, beliefs, feelings, assumptions, expectations, behaviour and shared values that determine how a school works. In
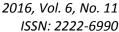
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other word, school culture is also can be considered as part of the school climate (Van Houtte, 2005).

Teacher leadership refers to the decision-making process of a teacher in teaching and learning in the classrooms, as well as influencing their colleagues, students and school community to improve the quality of teaching and learning in order to achieve improvements in learning and students' achievements (Harris, 2009). Teacher leadership can also be formed from self-skills that have learned in working environment. Most of the new teachers completed their teaching courses only with a wealth of knowledge and professional skills that were taught in the classrooms. However, teacher leadership skills are less stressed and mastered by new teachers. So, after being posted, leadership among new teachers will be shaped and moulded by the culture of the school (Hamidah et al., 2014).

Rapid reform and change of education system led the schools receive pressure in implementing education policies. This indirectly causes the school culture change along with the changes in education system. Besides that, the existing thinking, strategies, beliefs and philosophy in the world of education are also change in accordance with the changes made by the system. Teachers are also pressured when they are forced to learn and apply the basic education which is constantly changing. Even though the change and revolution in education system is very fast, it cannot be a stumbling block in providing education services effectively (Chong et.al, 2010).

Some studies showed that the culture of the school has an impact on teacher leadership. According to Sawchuck (2011), a positive and dominant school culture has the ability to nourish the leadership traits among teachers. Sheppard, Hurley, and Dibbon (2010), in their study stated that teachers tended to improve morale and motivation through school culture that encourages the development of teacher leadership. The study of Kabler (2013) found that school culture has a significant relationship with teacher leadership. Any kind of reformation is impossible or hard to be done if the existing culture is not in line with the reformation that to be carried out. In addition, beliefs, values, attitudes and assumptions of teachers, supporting staffs and school leadership should be in line with the reformations that to be made. If the culture of the school community is positive towards the reformation, thus the goal is also seem to be positive. In other word, school culture is shaped by its own community and teacher leadership have a strong influence in determining school achievement (Roby, 2011).

Although the study on school culture and its relationship with teacher leadership is widely done in overseas, but similar studies in Malaysia seemed to be very few. Until this study has been carried out, researches in Malaysia are only focused on studies about relationship between school culture and students' achievement and also studies about relationship between school culture and school leadership. To enable the role of teachers in school strengthening thus improving the quality of education, the main issue yet to be resolve is

whether conducive culture can allows it to support and cultivate leadership qualities in teachers. If this issue can be expounded upon, most probably it will give a big jump in the quality of our country's education. Hopefully, this research can increase knowledge about the relationship between school culture and teacher leadership in Malaysia, thus used as reference and guide for future researches.

Literature Review

School culture contains aspects such as knowledge, beliefs, art, morals, laws, norms, customs and other skills (John, 2010). These aspects can usually be inherited or acquired and later applied in the society. The above mentioned elements are also important in describing a matter or action that happens in a culture (Deal & Petterson, 1999). Basically, school is a part of a community's life as each settlement in Malaysia is allocated with school constructions. Schools in each of these settlements will have to adapt the local culture before build their own school culture. Therefore, the schools exist as one of the social institutions that play an important role in shaping the society. Moreover, it also plays an important role in changing the mind-set, perceptions and views of the community thus act as a shaper to the culture and development of the country. As a social system, there is one similarity that exists in the school which become the cornerstone for school environmental background that is school culture. Generally, schools will have a unique culture that is formed through interactions among school community including administrators, teachers, staffs, parents, students and also local community. Each school community directly and indirectly will contribute to some extent in the formation of a school culture; however it is not formed in a short period. It will take a long time to establish and develop a culture that once permeated and animated by its community (McLeod, 2012).

Burnham (2007) stated that school culture is the personality of the school, then a quality school culture will be able to show the level of interactions among school community, management and leadership involved, principles and rules that are foundation to the school constitutions, character and student outcomes. According to Deal and Peterson (1999) school culture is defined as a social system that has its own characteristics and culture. It consists of its own hierarchy of administration, social structures, values and beliefs, logo, school songs, traditions, goals and objectives in order to establish their own school organisation. In addition, the school culture is the character or behaviour of a school community that affect the way an educational task is carried out in school. School culture is often described as "this is the way we work here." In a nutshell, school culture contains norms, rules, principles, ideas and various other things which are accepted by the public and used in a school (Ruhani Mat Min, 2009).

The definition described above is in accordance with Schein's Organisational Theory. According to him school culture is divided into three stages and each stage has its own unique characteristics. The first stage which is the most profound level is the basic assumption of shared resources by the school community and has become the core of the school culture (Schein, 1985). Basic resources of assumptions refer to belief that is taken for granted and felt right. Therefore, the school community often do not realize the assumptions underlying any

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decisions and actions made in school until they are challenged by other school community such as students and parents for the decisions and actions made.

The second stage consists of values and norms. Value refers to what the teacher believes as good, correct and likeable. Value can also be regarded as a yardstick of what is pleasing. For example, teachers will try their best to practice and achieve what is important to the school's development such as respect or understand the collaboration that brings goodness (Gonder & Hymes, 1994). Although the teachers do not know and realize the value of being enforced until it leads to favoured behaviour and actions, but teachers as members of the organisation can demonstrate the basic values that are embedded in them (Rossman et al, 1988). The value of respect and collaboration is often considered as the norm or behaviours. Usually, norms and behaviours are something that are not written in the law and policy of the organisation as the public knows that every member of the organisation and respect and collaborate with other members of the organisation (Maslowski, 2001).

The third stage of Schein's Organisational Theory is artefacts and practices. This stage is a combination of first and second stage that can be seen in concrete. Deal (1985) mentioned that the myth (artefact) is remembered as something important happened in the school history such as results for the school performance gets the best recognition of the year. The things that happen are very critical and often will be remembered as something extremely valuable to the school. Besides that, practical and procedures that contained in the organisation is also formed from the basic assumptions of existing resources in each and every member of the organisation whereas it can be adopted by all the members as good values. This practice also formed informal and not written as well as promulgated as regulations and policies of the school. It is formed naturally through social interactions and behaviour reinforcements made by the school.

A positive school culture will have a positive impact on school achievement. Instead a negative school culture will give a negative image to the school's achievement. The first step to shape a positive culture is through assessment and measurement of the culture itself, as school administrators must recognise the existence of a culture before it fill in the blank (Barth, 2002; DuFour, 2002). In addition, the success of a school organisation is also closely associated with the school's leadership and teachers' commitment. This is because without a strong school leadership and teachers' commitment to the organisation, the goal that is set is quite hard to achieve.

The next value that can be measured in school culture domain is teachers' collaboration. This domain measures the value of the cooperation shown by the teachers to achieve school goals. The school is said to be cultured with collaboration when teachers collaborate in maintaining continuous school improvement activities, build an organisational structure that can help to support each other, can talk in detail about the problems in education and work as a group to improve the performance of the individuals and school (Jurasaite-Harbison & Rex, 2010). Lewis and Wahlstrom (2011) mentioned that three elements that can help to support
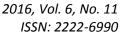
collaboration culture and encourage teachers to improve their teaching are focus on organisational learning, sharing norms and values which can solve separation between teachers and motivate teachers to be collectively responsible for students' teaching and learning activities. The last element is to support cultural action and try new ideas that are proposed by the teachers and students. Moreover, collaboration culture is also important in driving changes in school. Various educational problems can be addressed and will be resolved as fast as possible in accordance with the views of school community. Meanwhile, schools that adopt a collaboration culture is seem to be able to maintain the positive momentum of the schools' transformation process (Demirtas, 2010).

Leadership can be defined as a process of influencing action and behaviour of others in order to encourage them to work towards the achievement of a specified goal. Leadership is a skill and ability to lead, guide as well as leading the members of the group to achieve the goals and objectives that were set. Moreover, leadership is also the ability of influencing the belief system, actions and holding values of the members in the group (Lunenburg & Ornstein, 2013). Leaders are the one who drive the others to do remarkable things in the organisation. Whereas, leadership is all about the leading practices that are used by the leaders to convert the values into action, visions to realities, obstacles into innovations, isolation into solidarity and risks into rewards (Kouzes & Posner, 2012). Leadership is also can be described as a process of influence on the group in a particular situation and time that can stimulate them to work willingly to achieve common goals.

Teacher leadership in this study refers to the decision-making process of a teacher in teaching and learning in the classroom as well as can affect colleagues, students and school community to improve the quality of teaching and learning in order to make improvements in teaching and students' achievements (Harris et al., 2009). Teacher leadership plays an important role in the formation of professional teachers. At the same time, teachers with leadership skills will also affect the professional development of other teachers by serving as an example (Neumann et al., 2012).

In the concept of leadership, teacher is someone who can make changes without using role and position as a school administrator (Fullan, 2010). The changes that intended are involving the changes towards the school and teaching in the classroom. In addition, teacher leadership also allows a teacher to the future direction and form students towards realizing the value of positive leadership (Harrison & Lembeck, 1996). Other feature of teacher leadership is also get the students to understand the concepts easily, systematic, fun and meaningful. At the same time, teachers are also serving as individuals who are the reference source of knowledge and information. Therefore, teachers must show their leadership by always willing and able to adapt the current situation such as exhibiting the appropriate leadership pattern and behaviour (Crowther, Ferguson & Hann, 2009).

The concept of teacher leadership also covers a wider scope by involving public. Teachers who are calibre and charismatic will practice teacher leadership skills effectively in order to gain trust from community and cooperate with school (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). The community that meant here are the parents who are being backbone of the students' social life. Teacher leadership is also demonstrating the ability of the teachers in getting the parents to involve in the process of providing formal education for their children. The relationship between teachers and parents is not only limited in the meetings with parents and community, but also will open up a more dynamic cooperation and erode parents' concern on teachers' credibility in teaching and learning aspects as well as formation of students' discipline and self-esteem (Chapman, 2008). Effective teacher leadership also can reduce the burden of the individuals as teamwork is more emphasized. This is because teachers are more effective in carrying out their tasks by working in groups. In addition, a variety of new information and knowledge can be distributed and shared amongst the group members **(**Firestone & Martinez, 2007).

Teacher leadership will always encourage teamwork. During the collaboration process, partnership can be done by a group of teacher leaders to develop further professional development by teachers themselves (Weaver & Dick, 2009). Teacher leaders will ensure that learning process is always occurring in the school organisation. The above mentioned teacher leaders' characteristics will give impact on school achievement and new teachers' development (Danielson, 2006). Teacher leadership usually associated with transformational leadership. In transformational leadership, a leader is the one who always work to achieve the goal, lead the organisation to move towards achieving excellence, motivate their colleagues and dare to try something new (Allen et.al, 2015). Transformational leadership contains several features such as '*idealized influence-charisma*': leader is the one who likeable, trustworthy and respected; '*inspirational motivation*': leaders motivate and encourage their subordinates as not to deviate from the goals and objectives of the organisation; '*intellectual stimulation*': leaders stimulate subordinates to see things, events and problems that occur from a variety of perspectives; '*individualised consideration*': leaders take into account the diversity that exist among their subordinates and optimize the capabilities of each individual to achieve the organisational goals (Bass, 1997; Bass & Steidlmeier, 1999; Bass et al., 2003). The concept that used for organisational leaders can also be applied for teacher leaders.

Not many past studies relate school culture teacher leadership. The researchers mainly focused on the relationship between school culture and student achievement (Albritton, Morganti-Fisher, O'Neill, & Yates, 2011), school culture affecting school improvement (Sheppard, Hurley, and Dibbon 2010) and teacher leadership affecting school culture (Roby, 2011). One of the studies that focused on the relationship between school culture and teacher leadership conducted by Kabler (2013) revealed that there is a relationship between school culture and teacher leadership in Tennessee, United States. In another study conducted by Katzenmeyer & Moller (2009) found that to form the teacher leadership, the school at first need to build and shape the culture that is supportive for teacher leadership development. The

school culture can be categorised as teachers' collaboration, support from administrators and supporting working environment. In the school culture, teachers have autonomy, professional development among teachers, involve in decision-making process, effective and supporting communication and assist their colleagues. Flores (2004) in his study stated that the school culture and leadership have an impact on the development of new teachers in the workplace. School is not only the place for students to learn but also a place where teachers learn and grow in the world of education. The findings of the above study revealed that school's condition, policies and principles of the management and quality leaders play important roles in teachers' learning and development. It is found that new teachers are trying to resolve multiple problems that are plaguing as the result of assimilation and adaptation process in schools. Then, it will help them to develop according to their own mould based on the school culture. This is how the new teachers develop themselves as teacher leaders.

Research Methodology

This study uses a quantitative correlation approach. The relationship between the variables is determined by the correlation coefficient. In this study, the effect of which was claimed by the independent variable is school culture against the dependent variable that is teacher leadership (Hamidah, Jamal, & Khalip, 2014). Population of this study consists of teachers who are serving in 22 primary schools. Even though a total number of 383 teachers are serving in those 22 schools, but only 194 teachers were selected as respondents of the study by using simple random sampling.

A set of questionnaires was used as instrument of this study. In order to measure the school culture, the questionnaire on 'School Culture Survey' that was built by Edward et al. (1996) is modified and used in the study. Whereas, the questionnaire of 'Teacher Leadership Model' was used to measure the teacher leadership. The questionnaire was developed by Hamidah et al. (2014). There are six principles in this questionnaire and each one of the principles measure values, skills and knowledge of teachers on teacher leadership. The principles in this study are encourage teaching and learning improvement, attributes and leadership skills, develop organisation, collaboration culture, cooperation with community and parents and being referenced leader. The five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Slightly Disagree, 4=Agree and 5= Strongly Agree) was used to measure school culture and also teacher leadership.

The Findings

This study involved 104 male teachers (53.6%) and 90 female teachers (46.4%). A total of 164 teachers (84.6%) are also graduates of Bachelor and Master's Degree. The level of school culture is high (mean= 4.05). The domain of teacher's professionalism and goal setting are also high (mean= 4.41). Whereas, teachers' collaboration (mean= 3.13) and administrators' professional services (mean= 3.09) are moderate (Table 1).

Table 1 The Level of School Culture in Primary Schools

Research Question	Findings	Mean	Standard Deviation	Level
What is the dimension of the school culture?	Teachers' Professionalism & Goal Setting	4.41	0.507	High
	Administrators' Professional Services	3.09	0.564	Moderate
	Teachers' Collaboration	3.13	0.539	Moderate
School Culture		4.05	0.475	High

The overall level of teacher leadership and the elements of teacher leadership as shown in Table 2 are high. The highest level of elements is 'Being Referenced Leader' (mean= 4.23) and followed by 'Attribute and Leadership Skills' (mean= 4.19), 'Cooperation with Community and Parents' (mean= 4.17) and 'Encourage Teaching and Learning Improvement' (mean= 4.15). Whereas, 'Organisation Development' and 'Collaboration Culture' are with the least mean scores that is 4.04 respectively.

Table 2 The Level of Teacher Leadership in Primary Schools

Research Question	Findings	Mean	Standard Deviation	Level
What is the dimension of teacher leadership?	Encourage Teaching and Learning Improvement	4.15	0.468	High
	Attribute and Leadership Skills	4.19	0.496	High
	Organisation Development	4.04	0.507	High
	Collaboration Culture	4.04	0.479	High
	Cooperation with Community and Parents	4.17	0.459	High
	Being Referenced Leader	4.23	0.504	High
Teacher Leadership		4.14	0.426	High

The relationship between the school culture and teacher leadership is strong, positive and significant (r=.781; Table 4). Overall the domains of school culture showed a strong, positive and significant relationship with teacher leadership that are Teachers' Professionalism and Goal Setting (r=0.799) as well as Administrators' Professional Services (r=0.707). However, the domain of collaboration is only has a moderate relationship with teacher leadership (r=0.575).

Four elements of teacher leadership have a very strong, positive and significant relationship with school culture that are Organisation Development (r=0.755), Cooperation Network with Community and Parents (r=0.715), Attribute and Leadership Skills (r=0.706) and Encourage Teaching and Learning Improvement (r=0.704). Whereas, two other elements showed a moderate strong relationship that are Collaboration Culture (r=0.691) and Being Referenced Leader (r=0.546).

Table 4 The Relationship between School Culture and Teacher Leadership

School Culture	Teacher Leadership
Teachers' Professionalism & Goal Setting	.799[**]
Administrators' Professional Services	.707[**]
Teachers' Collaboration	.575[**]
School Culture	.781[**]

Table 5 School Culture and Elements of Teacher Leadership

Elements of Teacher Leadership	School Culture
Encourage Teaching and Learning Improvement	.704[**]
Attribute and Leadership Skills	.706[**]
Organisation Development	.755[**]
Collaboration Culture	.691[**]
Cooperation with Community and Parents	.715[**]
Being Referenced Leader	.546[**]

Discussion and Conclusion

The respondents of the study indicated that 164 (84.6%) of them are Bachelor and Master's Degree holders. The graduate teachers are seen to have competence to perform their duties as teacher with calibre. This contributes to the findings that school culture of Teachers' Professionalism and Goal Setting are most widely practice in primary schools. Trainings and courses that they have received allow them to act systematically and professionally in the classroom and school. This is in line with Hinde's (2004) opinion who stated that the teachers are responsible for training and professional development in order to improve the quality of teaching and learning. In addition, there are many programmes to increase professionalism among the teachers conducted by Ministry of Education. Among the programmes are pedagogy

and content enhancement courses of Primary School Curriculum Standard, online courses such as I-Think and the creation of new posts such as School Improvement Specialist Coaches (SISC+) that assist teachers teaching and learning.

The findings of school culture domain, teachers' collaboration showed that with the increasing of teachers' professionalism, the culture of working together built-in among teachers. Professional teachers will be open-minded and able to interact with other teachers in order to solve problems and plan together in building educational goals in school (Harris et al., 2013). Programmes like Professional Learning Community (PLC) which organise by SISC+ provide opportunities for the teachers to sit together to discuss various matters related to education issues. In addition, other programmes such as in-service trainings, Dialogue Performances, Staff Meetings, Curriculum Meetings, Student Affair Meetings, Curricular Meetings, Finance Meetings, PTA Meetings and other various programmes can be used as a medium for teachers to work together and cooperate to improve the quality of education.

As the result of school administrators' and district education officers' planning, programmes and activities to increase teacher's professionalism and collaboration are widely conducted in the school. This led the domain of school culture on School Administrators' Professional Services be the lowest. This may happen because the teachers feel pressured by too much of various commands and programmes that involving them. Furthermore, the constantly changing education policies cause the administrators act decisively to enable the policies implemented in the school. However, this burdens the teachers with a variety of fundamental duties to carry out teaching and learning. Moe et al. (2010) stated that pressure and high expectations of administrators towards teachers make teachers feel uncomfortable and depressed when performing their duties.

Being referenced leader is the highest teacher leadership element among the teachers. This shows that the teachers are able and willing to go beyond their duties, understand the impact that can be given in their expert fields and show a high standard of ethics. According to Nur Hafizoh and Rohana's (2012) study, the teachers should have leadership skills to show their high level of passion and commitment that can be an example and reference for colleagues, parents, students and community.

Teachers' Attribute and Leadership Skills principle is also high. The trainings that have received and the knowledge they have learned from experiences allow the teachers to build their features and qualities of a leader. At the same time, teachers should be able to assess the students' ability, allowing an ideal environment which is conducive for teaching and learning activities and have appropriate instructional strategies (Schleicher, 2012).

Cooperation with Community and Parents is also high. The findings indicate that the teachers indeed cooperate with the stakeholders such as parents, local communities and even with relevant agencies. This network allows the teachers to obtain trust and confidence from

external parties thus enable them act autonomously in teaching and learning (Ghani, 2013). In addition, through this network and communication, teachers are given the opportunities to understand the cultural diversities, sharing ideas about education with outsiders and always take initiative to get to know the development in the world of education (Jackson et al., 2010).

Encourage Teaching and Learning Improvement principle which is also high shows that the teachers have sought to strengthen their knowledge in pedagogy and curriculum to enhance teaching and learning, relearn the aspects such as theories and skills of classroom managements as well as improve the leadership practices and actions. This can be done by the teachers through collaboration and networking activities that have been carried out. Range of knowledge, experience and opinions can be shared and learned by the teachers through these activities, thus promoting knowledge in the education field (Neumann et al., 2012).

Organisation Development of teachers is also high. It shows that teachers are involving directly and indirectly in the organisational development through school's administration and management processes. Through the curriculum committee, the students' affairs and co-curricular that participated by teachers in the school, range of activities and meetings are conducted such as Staffs' Meetings, Academic Meetings, Financial Meetings, Co-curricular Meetings and other activities which become a platform for the teachers to voice out their opinions and determining the results. This also allows the school management to be more effective and able to advance the school to achieve the education goals (Angelle et al., 2011).

The school culture which is high also indicates that the teachers can work in a mutually supportive group in developing the aspects of education and learning. The programmes such as PLC really need teachers' support to make it success, even though they are out of teachers' main task that is teaching. At the same time, this programme has proven that has an impact on teachers and also provides opportunities for them to work with mentors, associate relevant policies in education programmes as well as sharing information and ideas to be used as the best practices (Ghani, 2013).

Based on the findings, this study has implications on Malaysia's education system. Firstly, this study provides the knowledge that there is a relationship between school culture and teacher leadership. Secondly, these findings could be used by the stakeholders such as Ministry of Education, educational researchers, school administrators and teachers to improve the existing education system. Strengthening and empowering teachers are one of the ways to improve the quality of education in Malaysia. Qualified teachers are the teachers who are capable to be the leaders and lay a good job in educating as well as enhancing the school's performance. Other educational researchers hoped to do further researches to enable teacher leadership fertile and flourish in the school where they work or in the institutions where they studied. Thirdly, through this study, school administrators are encouraged to create and build a conducive school culture. In this study, it is understood that the school culture on Administrators' Professional Services is the least found in the primary schools. It shows that the

teachers may have conflicts and problems with the way the administrators' management. It is important to have cooperation among teachers and school administrators in an effort to improve school performance. Besides that, school administrators should be the backbone to the changes that supposed to happen in the school as well as being role model to all the teachers. Thus, the administrators must be smart setting the strategies in implementing positive school culture which later can build a close relationship between administrators and teachers. One of the methods that should be used by the school administrators is to adopt the Contingency Theory that expounded by Fiedler who suggested that leaders should be wise in evaluating the situation and use a variety of different methods to solve the problems rather than using a rigid method. In a nutshell, the school that has a diverse school culture will produce teachers who have extensive and positive leadership.

This study can be expanded not only in 22 schools but throughout the country. This is to enable in-depth the knowledge the school culture and teacher leadership and also can generalise the study to a larger location. Further studies can be done to examine the factors that can affect school culture and teacher leadership. There are various factors that can affect school culture and teacher leadership, such as headmaster's leadership style, the location of the school, local community's culture and beliefs and also morals and behaviours of the students. A comprehensive review of the factors enables the authorities to take necessary steps either to change and study the factors that hinder and retard the conducive school culture and teacher leadership.

In addition, further research should be conducted to assess the effect of teacher leadership on students' achievements. The implementation of School-based Assessment for Primary School) has certainly changed the school system as a whole. Since the knowledge in implementing PBS and KSSR which are still considered new and less experience among the teachers cause them to use many new methods and experiments in implementing the policies. This matter needs to be studied and emphasized to address the problems that arise when implementing PBS and KSSR thus enhance the students' academic achievements.

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