

Teacher Perspectives on School Success: A Study from Sekolah Kebangsaan Tanjong Malim, Perak, Malaysia.

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ABSTRACT

This study investigates teachers' perceptions at Sekolah Kebangsaan Tanjong Malim in 2025 regarding factors contributing to school success. Using a survey of 76 teachers (out of 77), the research found high levels of agreement on key factors such as positive thinking (mean = 4.91, SD = 0.29), mutual support (mean = 4.91, SD = 0.33), and leadership collaboration (mean = 4.92, SD = 0.30). These factors were identified as crucial elements in creating an effective educational environment, highlighting the importance of a supportive community and strong leadership in fostering student achievement. 92, SD = 0.32). Most items scored above 4.50 on a 5-point Likert scale, indicating strong consensus among teachers. Demographic analysis revealed that female teachers and younger teachers (21–30 years) exhibited slightly higher agreement levels, with mean scores often approaching 5.00, compared to their counterparts. The findings underscore the significance of a positive mindset, effective communication, and a collaborative culture in promoting school success. These insights can inform targeted professional development and policy strategies to sustain and enhance school effectiveness.

KEYWORDS: School success, Teacher perceptions, Collaboration, Positive mindset, Educational leadership

1. INTRODUCTION

The success of any educational institution is intrinsically linked to the collective efficacy and shared vision of its teaching staff. Teachers, as frontline implementers of educational policies and direct facilitators of learning, play a pivotal role in shaping the academic and social landscape of a school. Their perspectives on what constitutes and drives school success are invaluable, offering a ground-level understanding that complements top-down administrative views. This study focuses on Sekolah Kebangsaan Tanjong Malim, a primary school, to explore the perceptions of its teachers in the year 2025 concerning various elements that contribute to the school's overall achievement.

The contemporary educational environment is characterized by rapid changes, demanding adaptability, and a strong sense of community among educators. Factors such as positive thinking, effective communication, collaborative leadership, and consistent disciplinary approaches are often cited as crucial for fostering a thriving school culture. However, the specific nuances of these factors, as perceived by teachers within a particular school context, remain an area that requires further investigation. This research seeks to bridge this gap by analyzing quantitative data collected directly from the teachers of Sekolah Kebangsaan Tanjong Malim (Velayudhan et al., 2024).

This study is grounded in the theoretical underpinnings of the **Effective Schools Framework** and **Organizational Theory**, particularly focusing on **Social Systems Theory**. The Effective Schools Framework, pioneered by Ronald Edmonds (1979, 1980), posits that certain characteristics are consistently present in schools that are effective in educating all students, regardless of their socioeconomic background. These characteristics typically include strong instructional leadership, a clear and focused mission, a safe and orderly environment, high expectations for all students, and frequent monitoring of student progress. By examining teacher perceptions through this lens, we can

assess the extent to which these critical elements are perceived to be present and functioning within Sekolah Kebangsaan Tanjong Malim. Furthermore, **Organizational Theory** provides a comprehensive

A framework for understanding the internal dynamics and external interactions of schools as complex social systems. Within this broader theory, **Social Systems Theory** emphasizes the interconnectedness of various components within an organization and how their interactions contribute to overall effectiveness (Luhmann, 1995). In an educational context, this theory highlights the importance of alignment between leadership and staff, effective communication channels, and a shared understanding of goals and values. The collaborative culture, mutual support, and leadership effectiveness observed in this study can be further elucidated by considering the principles of social systems theory, where a cohesive and well-integrated system is more likely to achieve its objectives (Hoyle, 1986). The objectives of this study are threefold: (1) to identify the key factors that teachers at Sekolah Kebangsaan Tanjong Malim believe contribute to school success; (2) to analyse the level of agreement among teachers on these factors; and (3) to explore how demographic variables such as gender, age, length of service, position, and highest academic qualification influence these perceptions. By addressing these objectives, this study aims to provide a comprehensive overview of teacher perspectives, which can inform strategic planning, professional development initiatives, and policy formulation aimed at enhancing school effectiveness (Velayudhan, V., et al., 2013–2025). Selected works on teacher perceptions, job satisfaction, self-actualization, leadership, and school success.

This journal article is structured as follows: The subsequent section details the methodology employed in this study, including the research design, participants, data collection instruments, and data analysis procedures. Following this, the results section presents the descriptive statistics and demographic analyses derived from the survey data. The discussion section interprets these findings in the context of existing literature and theoretical frameworks. Finally, the conclusion summarizes the main insights, outlines the study's limitations, and suggests directions for future research.

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 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, 2019). Sekolah Kebangsaan Tanjong Malim has gone through various stages of development since its establishment. 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- present). Each level has its history (Mohd Nor Long, 1968).

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, the land place building the said establishment is located is owned by SITC Tanjong Malim (Mohd Tharmizi Mohd Som, 2019). Buildings originally consisted of bamboo used as walls and leaves, reeds, and or nipah as a roof. School this started to be 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 has received training from College Singaporean teachers, which opened in 1878. In 1897, the school this placed under the area power Perak Education Office established in Ipoh in 1890 by the school nazir administration (Muhammad Ghazali Hanafiah, 1969).

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, utilizing a survey approach to gather data on teacher perspectives regarding school success. A cross-sectional design was adopted, collecting data at a single point in time from a sample of teachers at Sekolah Kebangsaan Tanjong Malim. This approach allowed for the systematic collection of perceptions across various dimensions related to school success, providing a snapshot of the current sentiments and beliefs within the teaching community.

2.2 Participants

The participants of this study were teachers actively serving at Sekolah Kebangsaan.

Tanjong Malim in 2025. A total of 76 from 77 teachers participated in the survey. The demographic characteristics of the participants, including gender, age, length of service, position, and highest academic qualification, were collected to enable a comprehensive analysis of how these factors might influence their perspectives. The participation was voluntary, and anonymity was ensured to encourage honest and unbiased responses.

2.3 Data Collection Instrument

A self-administered questionnaire was used as the primary data collection instrument. The questionnaire comprised several sections, including demographic information and 30 Likert-scale items designed to assess teacher perspectives on various aspects of school success. These items covered themes such as positive thinking, mutual support, motivational words, leadership collaboration, clear communication, aligned thinking, collective action, consistent leadership, positive school culture, and teaching effectiveness, fair treatment, discipline consistency, goal consensus, administration leadership approach, collaborative culture, consistent messaging, planning and implementation, uniform actions discussion, teacher leadership impact, discipline impact, shared goals and values, uniform actions positive impact, commitment to student success, administration strategy alignment, adherence to procedures, encouraging words, motivation, positive thinking, parent relations, aligned thinking for goals, shared culture creation, and personal alignment. The Likert scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing for quantitative measurement of agreement levels.

2.4 Variables

Research questions were taken and modified from Velayudhan (2004, 2013); Velayudhan et al. (2024); and Velayudhan & Anwar (2020), 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). The study aimed to explore the relationships between these variables, seeking to understand how job satisfaction influences self-actualization and overall happiness in the teaching profession. By employing a mixed-methods approach, the research gathered both qualitative and quantitative data to provide a comprehensive view of the factors affecting teachers' well-being.

2.5 Data Analysis

The collected data were analyzed using descriptive statistics and comparative analyses. Descriptive statistics, including means and standard deviations, were computed for each of the 30 survey items to summarize the overall perceptions of the teachers. To explore the influence of demographic variables, mean scores for each survey item were calculated across different demographic groups (gender, age, length of service, position, and highest academic qualification). The researcher used SPSS software version 27.0 to analyze the data.

3. RESULTS

This section presents the findings from the survey, beginning with descriptive statistics for each of the 30 survey items, followed by an analysis of teacher perceptions across different demographic groups.

3.1 Descriptive Statistics

Table 1 summarizes the descriptive statistics for all 30 survey questions, including the count of responses, mean, standard deviation, minimum, 25th percentile, median (50th percentile), 75th percentile, and maximum values. The mean scores indicate the average level of agreement among teachers for each statement, with higher values signifying stronger agreement.

Table 1: Descriptive Statistics for Teacher Perspectives on School Success

Question	Mean	Std. Dev.	Min	25%	50%	75%	Max
Q1. Positive Thinking	4.91	0.29	4.0	5.0	5.0	5.0	5.0
Q2. Mutual Support	4.91	0.33	3.0	5.0	5.0	5.0	5.0
Q3. Motivational Words	4.93	0.25	4.0	5.0	5.0	5.0	5.0
Q4. Leadership Collaboration	4.92	0.32	3.0	5.0	5.0	5.0	5.0
Q5. Clear Communication	4.91	0.37	3.0	5.0	5.0	5.0	5.0
Q6. Aligned Thinking	4.87	0.41	3.0	5.0	5.0	5.0	5.0
Q7. Collective Action	4.88	0.36	3.0	5.0	5.0	5.0	5.0
Q8. Consistent Leadership	4.86	0.39	3.0	5.0	5.0	5.0	5.0

Q9. Positive Culture	4.84	0.40	3.0	5.0	5.0	5.0	5.0
Q10. Teaching Effectiveness	4.69	0.57	3.0	4.5	5.0	5.0	5.0
Q11. Fair Treatment	4.75	0.52	3.0	5.0	5.0	5.0	5.0
Q12. Discipline Consistency	4.57	0.72	2.0	4.0	5.0	5.0	5.0
Q13. Goal Consensus	4.76	0.56	2.0	5.0	5.0	5.0	5.0
Q14. Admin Leadership Approach	4.71	0.67	1.0	5.0	5.0	5.0	5.0
Q15. Collaborative Culture	4.67	0.66	2.0	5.0	5.0	5.0	5.0
Q16. Consistent Messaging	4.72	0.64	1.0	5.0	5.0	5.0	5.0
Q17. Planning Implementation	4.80	0.54	2.0	5.0	5.0	5.0	5.0
Q18. Uniform Actions Discussion	4.63	0.63	3.0	4.0	5.0	5.0	5.0
Q19. Teacher Leadership Impact	4.68	0.66	1.0	4.75	5.0	5.0	5.0
Q20. Discipline Impact	4.74	0.55	2.0	5.0	5.0	5.0	5.0
Q21. Shared Goals Values	4.75	0.49	3.0	5.0	5.0	5.0	5.0
Q22. Uniform Actions Positive Impact	4.71	0.54	3.0	4.75	5.0	5.0	5.0
Q23. Commitment to Student Success	4.76	0.54	2.0	5.0	5.0	5.0	5.0
Q24. Admin Strategy Alignment	4.59	0.68	1.0	4.0	5.0	5.0	5.0
Q25. Adherence Procedures	4.61	0.65	2.0	4.0	5.0	5.0	5.0
Q26. Encouraging Words Motivation	4.80	0.43	3.0	5.0	5.0	5.0	5.0
Q27. Positive Thinking Parent Relations	4.76	0.46	3.0	5.0	5.0	5.0	5.0
Q28. Aligned Thinking Goals	4.69	0.59	2.0	4.5	5.0	5.0	5.0
Q29. Shared Culture Creation	4.80	0.43	3.0	5.0	5.0	5.0	5.0
Q30. Personal Alignment	4.76	0.49	3.0	5.0	5.0	5.0	5.0

Overall, the mean scores for most questions are high, generally above 4.50, indicating a strong agreement among teachers on the importance and presence of these factors in contributing to school success. Questions related to positive thinking (Q1, Q27), motivational words (Q3, Q26), leadership collaboration (Q4), clear communication (Q5), aligned thinking (Q6, Q28), collective action (Q7), consistent leadership (Q8), positive culture (Q9), and shared culture creation (Q29) consistently show very high mean scores, often approaching 5.00. This suggests that teachers perceive these elements as highly critical and well-implemented within their school environment.

Lower mean scores, though still indicating agreement, are observed for questions such as Q12 (Discipline Consistency, mean 4.57), Q15 (Collaborative Culture, mean = 4.7), Q24 (Admin Strategy Alignment, mean = 4.59), and Q25 (Adherence Procedures, mean = 4.61). While these scores still reflect a positive perception, the slightly higher standard deviations for some of these items (e.g., Q12 with 0.72, Q14 with 0.67, Q15 with 0.00, Q24 with 0.68, and Q25 with 0.65) suggest a wider range of opinions or less consistent agreement among teachers compared to other areas. This could indicate areas where there is room for further improvement or where perceptions vary more significantly among the teaching staff. Notably, Q14 (Admin Leadership Approach) has the lowest minimum score of 1.0, despite a relatively high mean of 4.71, indicating at least one outlier with strong disagreement. This highlights the importance of examining individual responses in addition to aggregate statistics to fully understand the nuances of teacher perceptions.

3.2 Demographic Analysis

The analysis of teacher perspectives across different demographic groups reveals interesting patterns and variations in perceptions. This section examines the mean scores for each survey question across five demographic variables: gender, age, length of service, position, and highest academic qualification.

3.3 Gender Differences

The comparison between male and female teachers shows some notable differences in their perceptions. Female teachers consistently demonstrate higher mean scores across most survey items compared to their male counterparts. For instance, female teachers scored higher on positive thinking (4.93 vs 4.80), mutual support (4.95 vs 4.73), motivational words (4.97 vs 4.80), and leadership collaboration (4.97 vs 4.73). This pattern suggests that female teachers may have a more positive perception of the school's collaborative environment and leadership effectiveness. The most significant gender differences are observed in areas such as discipline consistency, where female teachers scored 4.5 compared to 4.27 for male teachers, and collaborative culture, where females scored 4.73 versus 4.53 for

males. These differences may reflect varying experiences or expectations regarding school management and collaborative practices between male and female teachers.

3.4 Age Group Variations

The analysis by age groups reveals that younger teachers (21-30 years) consistently show the highest agreement levels across all survey items, with most scores reaching the maximum of 5.00. This could indicate either higher satisfaction levels among newer teachers or potentially less critical perspectives due to limited experience. Teachers in the 31-40 age group show slightly lower scores across most dimensions, with means typically ranging from 4.05 to 4.86. The 41-50 and 51+ age groups show relatively similar patterns, with scores generally falling between the younger and middle-aged groups. Interestingly, the 21-30 age group shows perfect scores (5.00) for most items, which might suggest either exceptional satisfaction or a tendency toward more positive responses among newer teachers. The slight variations in the older age groups could reflect more nuanced perspectives developed through extended experience in the educational field.

3.5 Length of Service Impact

Teachers with different lengths of service show varying perspectives on school success factors. Those with more than 15 years of service demonstrate consistently high scores (mostly 4.80-5.00), suggesting that experienced teachers have positive perceptions of the school's functioning. Teachers with 11-15 years of service also show high agreement levels, with most scores ranging from 4.80 to 5.00. Interestingly, teachers with 0-10 years of service show the lowest scores across most dimensions, with means typically ranging from 4.50 to 4.78. This pattern might reflect a critical period in teachers' careers where they have gained enough experience to identify areas for improvement but may not yet have the seniority or influence to effect change. Teachers with 1-5 years of service show moderate to high scores, generally falling between the 0-10 year group and the more experienced teachers.

3.6 Position-Based Differences

The analysis by position reveals that the school principal (Guru Besar) shows perfect scores (5.00) across all dimensions, which is expected given their leadership role and responsibility for school success. Assistant principals also demonstrate high scores, typically ranging from 4.75 to 5.00, reflecting their administrative perspective and involvement in school leadership. Regular teachers show slightly lower but still positive scores, with means typically ranging from 4.54 to 4.95. Class teachers and subject teachers show similar patterns, with scores generally falling in the 4.60-4.90 range. These variations likely reflect different levels of involvement in school decision-making and varying perspectives based on specific roles and responsibilities.

3.7 Academic Qualification Influence

Teachers with different academic qualifications show relatively similar patterns, with most groups demonstrating high agreement levels. Those with doctoral degrees show perfect scores across all dimensions, though this group is very small (likely one individual). Teachers with master's degrees and bachelor's degrees show similar patterns, with scores typically ranging from 4.60 to 4.95. Interestingly, teachers with diploma qualifications show consistently high scores (5.00 for most items), though this group is also small. The similarity in scores across different qualification levels suggests that academic credentials may not significantly influence perceptions of school success factors, or that the school culture is strong enough to create consistent perspectives regardless of educational background.

4. DISCUSSION

The findings from this study provide valuable insights into the perceptions of teachers at Sekolah Kebangsaan Tanjong Malim regarding factors contributing to school success. The high mean scores across most survey items indicate a strong consensus among the teaching staff on the importance of positive thinking, mutual support, effective communication, and collaborative leadership. These results align with existing literature emphasizing the critical role of teacher attitudes and collaborative environments in fostering a successful educational setting (Pollock, 2015; Education Northwest, n.d.).

Specifically, the consistently high agreement on statements related to positive thinking (Q1, Q27) and motivational words (Q3, Q26) underscores the belief that a positive mindset among teachers significantly influences school success and student motivation.

Research by Meraji and Fayyazi (2023) highlights the impact of teachers' positive thinking on students' academic performance, reinforcing the importance of these internal factors. This aligns with the principles of **positive psychology in education**, which emphasizes fostering optimism and resilience among educators to impact their well-being and effectiveness, subsequently influencing student outcomes (My Private Professor, 2023). The school's emphasis on these aspects likely contributes to a supportive and growth-oriented learning environment, where both

teachers and students feel empowered to overcome challenges. Similarly, the strong emphasis on mutual support (Q2) and collaborative culture (Q15) resonates with studies that identify collaborative professional environments as crucial for achieving common goals and improving student outcomes (Southern Illinois University Edwardsville, 2024; ASCD, n.d.). This finding is strongly supported by **Social Systems Theory**, which posits that organizations are more functional and apt to reach outcomes when the leadership and employee dimensions are aligned (Luhmann, 1995). The data suggests that teachers regularly engage in discussions to ensure uniform actions (Q18) and share common goals and values (Q21), which are hallmarks of a highly functional collaborative environment. Such collaboration extends beyond mere collegiality, evolving into a collective responsibility for student success and school improvement (Edutopia, n.d.). The perceived effectiveness of leadership collaboration (Q4) and clear communication (Q5) between leadership and teachers is a testament to the school's administrative practices. This aligns with the **Effective Schools Framework**, which identifies strong instructional leadership as a key correlate of school effectiveness (Edmonds, 1979). When teachers feel heard and involved in decision-making processes, their sense of ownership and commitment to school goals increases (Discovery Education, n.d.). The alignment of thoughts, words, and actions (Q29, Q30) among teachers, as well as between teachers and administration (Q14), creates a coherent and consistent educational experience for students. This consistency is vital for establishing clear expectations, reinforcing positive behaviors, and ensuring equitable treatment for all students. The slightly lower, yet still positive, scores for items related to discipline consistency (Q12) and administrative strategy alignment (Q24) suggest areas where perceptions might be more varied or where there is room for further development. While teachers generally agree on the importance of these aspects, the wider standard deviations indicate a less uniform experience or understanding across the staff. This could be an area for targeted professional development or clearer policy communication from the school administration. This also points to potential areas where the **Organizational Theory** of change management could be applied, focusing on clear communication and consistent implementation to reduce variability in perceptions and practices.

The demographic analysis further enriches our understanding of these perceptions. The observation that female teachers generally exhibit more positive perceptions across various factors, particularly in discipline consistency and collaborative culture, warrants further investigation. This could be attributed to differing communication styles, roles within the school, or even a higher propensity to engage in collaborative practices. Future qualitative studies could explore these gender-based nuances in greater depth. The finding that younger teachers (21-30 years) report the highest levels of agreement on nearly all factors is particularly interesting. This could be indicative of a fresh perspective, high initial enthusiasm, or perhaps a stronger alignment with contemporary educational philosophies that emphasize collaboration and positive school culture. Conversely, the slightly lower scores among teachers with 0-10 years of service might suggest a period of increased critical reflection as they gain more experience and encounter a broader range of challenges. This group may benefit from specific support mechanisms or opportunities for leadership development that address their evolving professional needs. This aligns with concepts from **Adult Learning Theory**, which suggests that learning and engagement are influenced by an individual's stage of development and experience (Knowles, 1980). Furthermore, the consistently high scores from teachers with longer service (15+ years) suggest that experience solidifies positive perceptions of school success factors. These seasoned educators likely have a deeper understanding of the school's dynamics and a stronger sense of belonging and efficacy. The variations based on position, with school leaders (Guru Besar and Guru Penolong Kanan) showing the highest agreement, are expected, as their roles inherently involve a strong focus on schoolwide success and strategic implementation. The academic qualification analysis, showing little significant variation, suggests that a teacher's formal educational background may have less influence on their perceptions of school success factors compared to their practical experience and role within the school.

Overall, the study highlights the robust positive perceptions among teachers at Sekolah Kebangsaan Tanjong Malim regarding the key drivers of school success. The areas with slightly lower agreement or higher variability, such as discipline consistency and administrative alignment, present opportunities for targeted interventions to further strengthen the school's collective efficacy. The demographic insights provide a nuanced view, suggesting that tailored approaches may be beneficial in addressing the specific needs and perspectives of different teacher groups (Velayudhan, V., et al., 2013–2025).

5. FURTHER ELABORATION ON KEY FINDINGS

The high mean scores for positive thinking (Q1, Q27) and motivational words (Q3, Q26) are particularly noteworthy. This suggests that teachers at Sekolah Kebangsaan Tanjong Malim not only believe in the power of a positive mindset but also actively employ encouraging language in their interactions. This finding aligns with the growing body of research on positive psychology in education, which posits that fostering optimism and resilience among educators can significantly impact their well-being and effectiveness, subsequently influencing student outcomes (My Private Professor, 2023). The school's emphasis on these aspects likely contributes to a supportive and growth-oriented

learning environment, where both teachers and students feel empowered to overcome challenges. The strong agreement on mutual support (Q2) and collaborative culture (Q15) indicates a healthy professional learning community within the school. This is crucial for teacher development and retention, as a supportive peer network can alleviate stress, facilitate knowledge sharing, and promote innovative teaching practices (Hawaii Teacher Standards Board, n.d.). The data suggests that teachers regularly engage in discussions to ensure uniform actions (Q18) and share common goals and values (Q21), which are hallmarks of a highly functional collaborative environment. Such collaboration extends beyond mere collegiality, evolving into a collective responsibility for student success and school improvement (Edutopia, n.d.). The perceived effectiveness of leadership collaboration (Q4) and clear communication (Q5) between leadership and teachers is a testament to the school's administrative practices. When teachers feel heard and involved in decision-making processes, their sense of ownership and commitment to school goals increases (Discovery Education, n.d.). The alignment of thoughts, words, and actions (Q29, Q30) among teachers, as well as between teachers and administration (Q14), creates a coherent and consistent educational experience for students. This consistency is vital for establishing clear expectations, reinforcing positive behaviors, and ensuring equitable treatment for all students.

Implications of the Findings

The findings of this study have several important implications for educational practice and policy, both within Sekolah Kebangsaan Tanjong Malim and potentially for other similar institutions. Firstly, the strong emphasis on positive thinking and motivational language suggests that these soft skills are not merely desirable but are considered fundamental to the school's success. This implies that professional development programs should continue to focus on nurturing these attributes among teachers, perhaps through workshops on positive psychology, mindfulness, and effective communication strategies.

Secondly, the robust collaborative culture identified in this study serves as a model for other schools. Strategies employed at Sekolah Kebangsaan Tanjong Malim to foster mutual support, shared goals, and uniform actions could be documented and disseminated as best practices. This might involve formalizing peer mentoring programs, establishing regular collaborative planning sessions, and creating platforms for inter-departmental knowledge exchange. The slightly lower scores in areas like discipline consistency, despite overall high agreement, indicate that even in strong collaborative environments, there can be subtle variations in practice. This suggests a need for ongoing dialogue and calibration to ensure complete uniformity in critical areas.

Thirdly, the demographic insights highlight the importance of tailored leadership and support. The enthusiasm of younger teachers could be harnessed by involving them in innovative projects and leadership roles early in their careers. Conversely, the critical perspectives of mid-career teachers (0-10 years of service) could be invaluable for identifying areas for improvement and driving change. Providing opportunities for these teachers to voice their concerns and contribute to solutions can enhance their engagement and prevent burnout. For experienced teachers, recognizing their contributions and leveraging their wisdom through mentorship roles can further strengthen the school community.

Finally, the study underscores the significance of a holistic approach to school success, where the psychological well-being of teachers, their collaborative interactions, and effective leadership are intertwined. It moves beyond a narrow focus on academic outcomes to encompass the broader ecosystem of the school, recognizing that a positive and supportive environment for educators directly translates into better learning experiences for students. This holistic view should inform strategic planning, resource allocation, and policy development at all levels of the educational system.

6. RECOMMENDATIONS

Based on the findings and implications of this study, the following recommendations are proposed for Sekolah Kebangsaan Tanjong Malim and potentially for other schools aiming to enhance their success:

- Sustain and Enhance Positive Culture Initiatives:** Continue to promote and integrate positive thinking and motivational practices into the daily routines and professional development of teachers. Consider developing a school-wide positive psychology framework that encourages optimism, resilience, and gratitude among staff and students. This could involve a regular positive environment, peer recognition programs, and workshops on emotional intelligence.
- Strengthen Collaborative Practices:** While collaboration is already strong, explore opportunities to further formalize and diversify collaborative initiatives. This could include cross-curricular planning teams, action research groups focused on specific school challenges, and inter-school collaborations to share best practices. Regular feedback mechanisms should be established to ensure that collaborative efforts are effective and address teachers' evolving needs.

3. Address Perceptual Gaps in Discipline Consistency: Conduct targeted discussions or workshops to address the slight variations in perceptions regarding discipline consistency. This could involve reviewing existing disciplinary policies, sharing successful strategies for managing classroom behavior, and ensuring a common understanding and application of rules across all teachers. Case studies and role-playing exercises could be effective tools for achieving greater uniformity.

4. Tailored Support for Different Teacher Demographics: Develop differentiated professional development and support programs based on teacher demographics. For younger teachers, provide mentorship and opportunities for leadership development. For mid-career teachers, create platforms for critical reflection, problem-solving, and involvement in strategic planning. Experienced teachers leverage their expertise through coaching and mentoring roles for newer staff.

5. Promote Open Dialogue on Administrative Strategies: Foster an even more open and transparent dialogue between the school administration and teachers regarding strategic planning and implementation. Regular forums or committees where teachers can provide input on administrative decisions can enhance their sense of ownership and ensure that strategies are aligned with classroom realities. This can also help in clarifying any ambiguities regarding administrative leadership approaches.

6. Longitudinal Monitoring of Perceptions: Implement a system for regularly monitoring teacher perceptions over time. This could involve annual surveys or qualitative check-ins to track changes, identify emerging trends, and assess the impact of new initiatives. Such data would provide valuable feedback for continuous improvement and adaptive leadership.

7. Expand Research Scope: Encourage further research within the school, potentially involving teachers in action research projects. This could lead to deeper insights into specific aspects of school success and empower teachers as researchers and innovators. Exploring student and parent perspectives on the

The same factors would also provide a more comprehensive understanding of the school's ecosystem. By implementing these recommendations, Sekolah Kebangsaan Tanjong Malim can further solidify its foundation for success, ensuring a dynamic, supportive, and highly effective educational environment for both its teachers and students.

7. DETAILED ANALYSIS OF DEMOGRAPHIC INFLUENCES

The nuanced differences observed across demographic groups warrant a more in-depth examination, as they can inform targeted interventions and leadership strategies. The consistent enthusiasm among younger teachers (21-30 years old) is a significant asset. This cohort, often fresh from academic programs that emphasize modern pedagogical approaches and collaborative learning, brings a high level of idealism and energy. Their strong agreement with positive statements about school success factors suggests that they are either highly satisfied with the current school environment or are more inclined to view their professional context through an optimistic lens. For school leadership, this implies a need to nurture this enthusiasm, providing opportunities for these teachers to lead new initiatives, participate in decision-making, and contribute their fresh perspectives. Failing to engage this group effectively could lead to disillusionment and a decline in their positive perceptions over time. Conversely, the slightly lower mean scores among teachers with 0-10 years of service present a critical juncture for professional development and support. This period often marks a transition from novice to experienced educator, where initial idealism may confront the realities of sustained classroom challenges and systemic complexities. Teachers in this group may be more attuned to subtle inconsistencies or areas needing improvement, making their feedback particularly valuable. Targeted professional learning communities, mentorship programs led by highly experienced teachers, and opportunities for these teachers to engage in problem-solving initiatives could reenergize their commitment and leverage their growing expertise. Understanding their specific pain points, perhaps through qualitative follow-up, could yield actionable insights for school-wide improvements. The high and consistent agreement among teachers with over 15 years of service is a testament to their deep integration into the school culture and their sustained commitment. These veteran educators are likely the custodians of institutional knowledge and play a crucial role in mentoring newer staff and preserving the positive culture. Their consistent positive perceptions indicate a strong sense of belonging and efficacy, which are vital for long-term school stability and success. Leveraging their experience through formal mentorship programs or leadership roles in professional development can further strengthen the school community and ensure the transmission of best practices to future generations of educators.

8. CONCLUSION

This research on "Teacher Perspectives on School Success" at Sekolah Kebangsaan Tanjong Malim reveals a strong consensus among teachers regarding the critical factors that contribute to an effective and successful school environment. The findings highlight the importance of positive thinking, mutual support, collaborative leadership, clear communication, and shared goals in fostering a cohesive school culture. Teachers generally perceive these elements as well-established and influential in promoting student achievement and overall school effectiveness.

The demographic analysis further underscores that perceptions tend to be more positive among female teachers, younger teachers, and those with extensive teaching experience, suggesting that these groups may play vital roles in reinforcing and sustaining a positive school climate. While areas such as discipline consistency and administrative strategy alignment showed slightly more varied perceptions, the overall high agreement indicates a resilient and supportive educational community.

The study emphasizes that the collective mindset, collaborative practices, and consistent actions of teachers are foundational to school success. These insights can inform targeted professional development, leadership strategies, and policy initiatives aimed at enhancing teacher engagement and school performance. Moving forward, ongoing monitoring of teacher perceptions and further research across diverse educational contexts will be essential in strengthening the factors that underpin school success and ensuring continuous improvement in educational outcomes (Velayudhan, V., et al.2025). Selected works on teacher perceptions, job satisfaction, self-actualization, leadership, and school success. Various publishers.

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