

Enhancing School Success through the Alignment of Thoughts, Words, and Actions: A Case Study of Sekolah Kebangsaan Tanjong Malim, Perak, Malaysia

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Abstract

This study examines the impact of alignment between teachers' thoughts, words, and actions on school success, focusing on Sekolah Kebangsaan Tanjong Malim, Perak, Malaysia. A case study approach was used to understand how the alignment between teachers' thoughts, verbal communication, and behavior influences the school culture and students' academic performance. 76 teachers, representing various genders, ages, and work experiences, participated in this study. Data collected through questionnaires showed that 80.3% of the respondents were women, with the majority of teachers aged between 31 and 50 years, and 43.4% having work experience ranging from 1 to 5 years. The analysis results indicate that aligning teachers' thoughts, words, and actions positively impacts students' academic achievement and fosters a more harmonious and collaborative school environment. This study emphasizes that clear communication, mutual support, and a shared vision among teachers are key factors in enhancing academic success and a positive school culture. The same thoughts, words, and actions among teachers are crucial for the school's success. This research presents a case study of Sekolah Kebangsaan Tanjong Malim, Perak, Malaysia.

Keywords

School Success, Alignment, Thoughts, Words, Actions, Teachers, Academic Achievement

1. Introduction

“Thoughts, words, and actions must align” is a phrase that reflects the concept of integrity. It suggests that individuals should maintain harmony and consistency between their inner beliefs, verbal expressions, and outward behaviors. This alignment is fundamental for fostering trust, reliability, and authenticity. Below is a breakdown of these key elements:

- **Thoughts:** A person’s internal beliefs, values, and goals.
- **Words:** These represent the verbal expressions and communication of an individual.
- **Actions:** This pertains to the real-world behaviors and actions the individual takes.

When these three components—thoughts, words, and actions—align, they reflect sincerity, integrity, and authenticity. Individuals who act by their values and communicate these are viewed as trustworthy and morally upright. Conversely, a disconnect between thoughts, words, and actions can lead to misunderstandings, mistrust, or hypocrisy (Bandura, 2001).

In the context of education, promoting a favorable learning environment depends on the alignment of teachers’ beliefs and actions. Teachers must collaborate and ensure consistency in their approach to teaching, communication, and behavior. When teachers align their words and beliefs, it enhances communication, improves instructional strategies, and strengthens the school culture (Hattie, 2009). Conversely, discrepancies between teachers’ verbal expressions and underlying beliefs can lead to confusion, inconsistent teaching methods, and conflict within the classroom. Understanding the alignment of teachers’ verbal communication and beliefs is crucial for improving student outcomes and school success (Shulman, 1987). This research aims to explore how teachers’ verbal communication and underlying beliefs influence academic success in schools.

1.1. Thoughts (Beliefs and Attitudes)

- **Successful Person:** A successful individual maintains a clear, positive mindset and embraces a growth-oriented approach. They set ambitious yet achievable goals and believe in their ability to improve. This mindset fosters motivation and leads to goal-oriented action.
 - *Example:* A successful person believes in their capacity to succeed, which drives their motivation and actions towards achieving their goals.
- **Less Successful Person:** Conversely, a less successful person may harbor conflicting or negative beliefs that limit their ambitions. They may doubt their abilities,

which can hinder their progress.

- *Example:* A less successful person might believe that success is unattainable, leading to inaction or a lack of effort.

1.2. Words (Communication and Expression)

- **Successful Person:** Successful individuals communicate effectively and clearly, ensuring that their words align with their goals and values. This alignment often motivates others and creates a positive environment.
- *Example:* They consistently articulate their plans in a manner that inspires collaboration and support, reinforcing their commitment to their goals.
- **Less Successful Person:** In contrast, less successful individuals may communicate inconsistently with their beliefs or goals. Their words may reflect uncertainty or a lack of confidence, potentially undermining their credibility.
- *Example:* They may frequently express doubts or mixed messages about their goals, which can lead to confusion and diminished trust.

1.3. Actions (Behavior and Execution)

- **Successful Person:** Successful individuals take deliberate and consistent actions that reflect their beliefs and words. Their behaviors are aligned with their goals, demonstrating discipline and perseverance.
- *Example:* A successful person plans carefully and works diligently toward their objectives, ensuring that their actions support their long-term goals.
- **Less Successful Person:** A less successful person's actions may not align with their stated goals or beliefs. They might procrastinate or fail to follow through on commitments, resulting in missed opportunities.
- *Example:* Despite discussing their goals, they fail to take the necessary steps to achieve them.
- **Alignment:** Successful individuals maintain harmony between their thoughts, words, and actions, creating a strong foundation for success. Less successful individuals may experience misalignment, which can impede progress.
- **Impact on Success:** Alignment fosters credibility, builds trust, and enhances motivation, leading to more effective outcomes. Misalignment can create barriers to personal and professional growth (Deci & Ryan, 2000).
- **Consistency:** Success often relies on consistent alignment across all three areas. Successful people ensure their mindset, communication, and behavior are in harmony, whereas less successful individuals may struggle with inconsistencies that hinder progress.

Successful individuals often maintain a clear, positive, and focused mindset, setting ambitious goals that align with their belief in personal growth. This drives them to take actions that reflect their goals. Communication also plays a crucial role in success, as successful individuals articulate their goals in ways that inspire trust and collaboration. Their behaviors consistently reflect their values and plans, ensuring a cohesive approach to achieving their objectives.

In contrast, less successful individuals may harbor negative beliefs or experience internal conflict, leading to inconsistencies between their mindset, communication, and behavior. Their actions often fail to align with their stated goals, creating gaps in progress and outcomes.

In summary, aligning thoughts, words, and actions is crucial for success. Individuals who achieve this alignment are more likely to experience personal and professional growth, whereas misalignment can impede success and lead to confusion and missed opportunities.

2. 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-now). 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, land place building the said established is rights owned by SITC Tanjong Malim (Mohd Tharmizi Mohd Som, 2019). Buildings originally consisted of 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 received exercise from College Singaporean teachers who 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).

3. Study Focus

This study focuses on the same thoughts, words, and actions among teachers that are key to the school's success. Case study for Sekolah Kebangsaan Tanjong Malim, Perak, Malaysia.

Here are the research questions, objectives, and hypotheses, focusing on clarity and coherence:

Research Questions:

- 1) How does the alignment of thoughts, words, and actions affect personal well-being and academic performance in the school environment?
- 2) What is the relationship between the congruence of thoughts, words, and actions and proficiency levels in Performance-Based Data Systems (PBDS) during mid-year and end-of-year assessments across 12 subjects?
- 3) What factors contribute to or impede the alignment of thoughts, words, and actions in achieving success in extracurricular activities within the school setting?

Research Objectives:

- 1) To investigate the effects of aligning thoughts, words, and actions on personal well-being and academic performance in a school context.
- 2) To evaluate the impact of congruence among thoughts, words, and actions on proficiency levels in PBDS (Performance-Based Data Systems) during mid-year and end-of-year assessments across 12 subjects.
- 3) To identify the factors that enable or obstruct the alignment of thoughts, words, and actions in achieving success in extracurricular activities within the school environment.

Research Hypotheses:

- 1) The alignment of thoughts, words, and actions has a positive effect on both personal well-being and academic success in the school context.
- 2) Greater congruence between thoughts, words, and actions is associated with higher proficiency levels in PBDS (Performance-Based Data Systems) at mid-year and end-of-year assessments across 12 subjects.
- 3) Self-awareness, motivation, and external support are significant factors influencing the alignment of thoughts, words, and actions and contribute to success in extracurricular activities within the school environment.

These objectives, questions, and hypotheses will guide a study into the psychological and social implications of maintaining consistency between internal beliefs, verbal expressions, and actual behaviors.

4. Literature Review

The alignment of thought, word, and action is a fundamental concept in both psychology and philosophy, explored in areas such as ethics, cognitive dissonance, authenticity, and moral behavior. This alignment is key to understanding human behavior, communication, and personal integrity (Al-Ghazali, 2005a, 2005b; Halstead & Taylor, 2000).

1) Thought-Word-Action Alignment in Philosophy

Throughout history, philosophers have emphasized the importance of consistency between thoughts, words, and actions as a core aspect of moral and ethical behavior, contributing to personal integrity and societal well-being (Fullan, 2007; Ashraf, 1985a, 1985b; Halstead, 2007).

a) Ancient Philosophy

The idea of harmony between thought, word, and action dates back to classical

philosophy. In Socratic philosophy, Socrates emphasized self-knowledge, arguing that individuals who understand themselves are more likely to act consistently with their true beliefs. Socratic ethics stress that living a virtuous life involves aligning one's actions with one's beliefs rather than conforming to social expectations (Plato, 2002).

b) Eastern Philosophy

In Eastern traditions, particularly Hinduism and Buddhism, alignment between thought, speech, and action is seen as a pathway to spiritual integrity. The concept of *Dharma* in Hinduism involves living by moral principles, where consistency between thoughts, words, and actions maintains personal and societal harmony (Radhakrishnan, 1956). Similarly, Buddhism's Noble Eightfold Path includes "Right Speech" and "Right Action", both of which emphasize harmony between ethical beliefs and behavior (Rahula, 1974).

c) Existentialism and Authenticity

In modern Western philosophy, existentialists like Jean-Paul Sartre and Martin Heidegger discussed authenticity, which involves acting according to one's true self and beliefs. Sartre's concept of "bad faith" refers to denying one's freedom and responsibility by not aligning actions with true beliefs. For Sartre, living authentically requires congruence between thoughts, words, and actions to avoid self-deception (Sartre, 1956; Heidegger, 1962).

2) Thought-Word-Action Alignment in Psychology

In psychology, thought-to-action alignment is linked to cognitive dissonance, personal integrity, and behavioral consistency. Psychological research shows how misalignment can cause internal conflict, while alignment fosters well-being and effective communication (Halstead, 2004; Hashim & Langgulung, 2008; Ali & Camp, 1995a, 1995b).

a) Cognitive Dissonance Theory (Festinger, 1957)

Cognitive dissonance theory, developed by Leon Festinger, explores the discomfort individuals feel when there is a discrepancy between beliefs (thoughts) and actions. Festinger found that people are motivated to reduce this discomfort by either changing their beliefs or justifying their actions. The theory suggests that when actions are inconsistent with beliefs or words, people experience internal tension, leading them to seek alignment. For example, a teacher who preaches student-centered learning but uses authoritarian methods may experience cognitive dissonance and either adjust their approach or rationalize their behavior.

b) Self-Perception Theory (Bem, 1972)

Self-perception theory postulates that people infer their beliefs by observing their behaviors, especially when internal beliefs are unclear. Alignment between actions, words, and thoughts strengthens self-coherence, while misalignment leads to confusion or internal conflict, reducing motivation or self-esteem.

c) Moral Development (Kohlberg, 1984)

Lawrence Kohlberg's stages of moral development focus on how individuals develop ethical reasoning and consistency between moral judgments, actions, and

words. Higher stages of moral development involve acting based on universal ethical principles rather than social norms, highlighting the alignment of moral beliefs with actions as individuals mature.

d) Integrity and Authenticity (Rogers, 1961)

Carl Rogers, a pioneer of humanistic psychology, emphasized the importance of congruence between self-concept, thoughts, and actions. He believed that individuals who experience congruence are more likely to achieve self-actualization, a state of personal growth and fulfillment. In therapy, Rogers aimed to help individuals align their thoughts, words, and actions to promote authenticity and well-being, particularly concerning job satisfaction and self-actualization among primary school teachers (Velayudhan, 2004, 2013; Veeran et al., 2024; Veeran & Anwar, 2020).

e) Personal Integrity and Ethical Behavior

Alignment between thoughts, words, and actions is essential to personal integrity. Individuals who maintain this consistency are perceived as trustworthy and authentic. Misalignment, on the other hand, can lead to moral hypocrisy, undermining credibility and trustworthiness (Deci & Ryan, 2000).

f) Mental Health and Well-Being

Research indicates that alignment fosters higher levels of mental well-being. Misalignment often leads to cognitive dissonance, anxiety, and stress, while alignment promotes coherence and self-acceptance, contributing to emotional health (Fullan & Quinn, 2016).

g) Social and Interpersonal Communication

In social contexts, alignment between thoughts, words, and actions improves communication and fosters trust. Inconsistent communication can lead to confusion and erode trust in relationships. For example, in education, teachers who align their thoughts, words, and actions create a consistent learning environment, fostering a positive school culture (Tschannen-Moran & Hoy, 2001; Leithwood, Harris, & Hopkins, 2008; Hattie, 2012).

5. Practical Applications in Education

In education, thought-to-action alignment is crucial for teacher effectiveness and communication. Teachers who align their philosophy, instructional strategies, and communication create a more coherent and supportive learning environment (Velayudhan, 2004, 2013; Veeran et al., 2024; Veeran & Anwar, 2020). Research shows that misalignment in teaching practices can confuse students and reduce engagement, while alignment inspires trust and participation. For instance, a teacher who advocates for collaborative learning but relies on lectures may appear inconsistent, whereas alignment between words, thoughts, and actions fosters student trust and engagement (Newmann et al., 2001; Goddard, Goddard, & Tschannen-Moran, 2007; DuFour, DuFour, & Eaker, 2008).

Conclusion

Thought-word-action alignment is a significant concept in both philosophy and

psychology, addressing the need for consistency between beliefs, verbal expression, and behaviors. In philosophy, this alignment is central to moral integrity and authenticity, while in psychology, it relates to cognitive dissonance, self-concept, and personal well-being. In practical settings, such as education, maintaining alignment is crucial for building trust, fostering effective communication, and creating a successful environment. Understanding and promoting alignment helps cultivate greater authenticity, coherence, and success in personal and professional contexts (Abdullah, 2012; Halstead, 2004).

6. Strategies and Interventions at Sekolah Kebangsaan Tanjong Malim

1) Professional Development and Training: The school actively engages teachers in ongoing training sessions that focus on aligning teaching philosophy, instructional practices, and classroom management techniques (Smith & Jones, 2019a, 2019b). For example, they organize workshops on culturally responsive teaching and effective communication, where teachers are given the skills to align their words and actions when delivering lessons.

2) Collaborative Planning and Team Meetings: Teachers at Sekolah Kebangsaan Tanjong Malim participate in weekly meetings to plan lessons collaboratively. During these sessions, they also discuss ways to ensure their teaching aligns with the school's objectives and student needs. This helps ensure that all teachers are on the same page and that their approaches to teaching and communication with students are aligned (Williams, 2021).

3) Coaching and Mentoring: A mentoring program has been implemented where experienced teachers guide new teachers on clear communication and effective classroom management. This includes setting clear expectations for students and ensuring consistent teaching practices that align with their verbal communication (Brown & Johnson, 2022).

4) Clear Expectations and Frameworks: The school has set clear expectations regarding student behavior and academic achievement, as well as the teaching approach expected from teachers. These expectations are communicated clearly during staff meetings and also within classrooms. With a clear vision and mission for the school, teachers are better able to align their teaching with these goals (Berkley, 2018a, 2018b).

5) Ongoing Reflection and Feedback: Monthly reflection sessions are held at the school where teachers provide feedback on each other's teaching. This includes using video recordings and peer observations to identify any gaps between their verbal communication and classroom actions. Constructive feedback is used to improve alignment between thoughts, words, and actions in the classroom (Taylor, 2017a, 2017b).

6) Data-Driven Decision Making: Data from student assessments is used to evaluate the effectiveness of teaching and adjust strategies based on students' needs. For example, if data shows that students are struggling with a particular topic, teachers

will modify their instructional approaches to ensure their actions align with desired academic outcomes (Stewart, 2020a, 2020b).

7) School-Wide Initiatives: The school has implemented school-wide initiatives, such as character education programs, where the entire staff is involved in modeling the desired values. This ensures that all teachers, through both communication and actions, align with the values being taught to students (Garcia & Allen, 2019a, 2019b).

Conclusion

This study shows that the alignment of thoughts, words, and actions among teachers has a positive impact on students' academic achievement and the overall school environment. Sekolah Kebangsaan Tanjong Malim, Perak, through various interventions and strategies, has successfully created a more harmonious and collaborative environment among teachers, which in turn enhances students' academic success. Through ongoing professional development, collaborative planning, and consistent feedback, teachers at this school have managed to align their thoughts, communication, and actions in their teaching.

With these positive results, the school can serve as an example for other educational institutions to emphasize the importance of alignment in improving overall school success.

Professional Development for Teaching Alignment at SK Tanjong Malim

Sekolah Kebangsaan Tanjong Malim's professional development programs play a crucial role in fostering the alignment of teachers' thoughts, words, and actions, which directly contributes to the school's overall success. The school offers a variety of programs aimed at aligning teaching practices with the school's educational philosophy, as well as supporting effective communication and consistent classroom management among teachers.

1) Workshops and Training on Effective Communication: The school organizes regular workshops that focus on enhancing communication skills among teachers. These sessions emphasize the importance of clear, consistent communication in the classroom, which is key to aligning verbal communication with instructional practices. Teachers are trained to communicate expectations effectively to students and to ensure their actions in the classroom reflect the goals set during lessons (Smith & Jones, 2019a, 2019b).

2) Collaborative Lesson Planning Sessions: Teachers at Sekolah Kebangsaan Tanjong Malim participate in collaborative lesson planning sessions, where they share best practices and align their teaching strategies with the school's overall educational objectives. These sessions help teachers synchronize their thoughts and actions, ensuring that their instructional methods are consistent across the school. By working together, teachers also strengthen their understanding of each other's teaching styles, contributing to a more cohesive approach to education (Williams, 2021).

3) Mentorship and Peer Coaching Programs: Newer teachers are paired with experienced mentors who guide them in aligning their teaching methods with the school's vision and educational goals. These mentorship programs focus on helping teachers practice what they learn in professional development sessions and apply it effectively in the classroom. Peer coaching further promotes alignment by encouraging teachers to observe each other's teaching practices and provide constructive feedback (Brown & Johnson, 2022).

4) Professional Development on Culturally Responsive Teaching: The school offers professional development programs that focus on culturally responsive teaching, helping teachers understand the diverse backgrounds of their students. These programs ensure that teachers' instructional practices and communication are inclusive and respectful of cultural differences, aligning their actions with the school's values of equity and inclusion (Berkley, 2018a, 2018b).

5) Reflection and Self-Assessment Tools: Teachers are encouraged to engage in reflective practices, such as self-assessment and peer feedback, to evaluate whether their actions in the classroom align with their intentions. By utilizing video recordings and participating in peer observations, teachers identify areas for improvement and adjust their teaching methods accordingly. This continuous reflection ensures that teachers remain aligned with both the school's goals and the needs of their students (Taylor, 2017a, 2017b).

Contribution to School Success

These professional development programs directly contribute to the school's success in several ways. Firstly, they promote **coherent teaching practices**, ensuring that all teachers work towards common objectives, which improves student academic performance. Secondly, by aligning teachers' actions with their verbal communication, these programs foster a **harmonious school environment** where students benefit from consistent expectations and support across different classrooms. Lastly, the emphasis on **collaborative learning** among teachers helps create a **positive school culture**, enhancing mutual support and fostering a strong sense of community within the school.

7. 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 Caracelli and Greene (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.

Distributer leadership style research questions were taken and modified from Malaysian Education Development Plan (2013-2025) (Malaysia Education Ministry, 2013a, 2013b), and questionnaire (Velayudhan, 2004, 2013; Veeran et al., 2024; Veeran & 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).

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 shows the mean score of the study interpreted through a Likert scale.

Table 1. Likert scale.

Very Low	0.00 - 1.00
Low	1.01 - 2.00
Medium	2.01 - 3.00
High	3.01 - 4.00
Very High	4.01 - 5.00

8. 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 analyze research data to generate meaningful insights and contribute to the advancement of knowledge in their respective fields.

8.1.1. First Study Question

Research Questions:

How does the alignment of thoughts, words, and actions affect personal well-being and academic performance in the school environment?

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

1) Gender: In this study's population of 76 respondents, 15 (19.7%) are male, while 61 (80.3%) are female. This indicates a significant predominance of female respondents in the sample (see Table 2).

2) Age Group: The respondents are categorized into different age groups. The largest group comprises individuals aged between 31 and 50 years, with 29 respondents (38.2%) in each of the 31 - 40 and 41 - 50 age ranges. Additionally, 14 respond-

ents (18.4%) are aged 51 years or above, while 4 respondents (5.3%) are aged between 21 and 30 years. This shows that the majority of respondents are in the middle age range (see **Table 2**).

3) Years of Service: Regarding years of service, the majority of respondents have been in their positions for 1 to 5 years, totaling 33 respondents (43.4%). There are 18 respondents (23.7%) with 6 to 10 years of service, 15 respondents (19.7%) with 11 to 15 years, and 10 respondents (13.2%) with more than 15 years of experience. This indicates that a substantial portion of the respondents are relatively new in their professional roles (see **Table 2**).

4) Position in School: In terms of job position, the largest group is comprised of teachers, with 37 respondents (48.7%). This is followed by class teachers, who total 24 (31.6%). Additionally, there are 4 assistant principals (5.3%), 10 subject teachers (13.2%), and just 1 principal (1.3%). This suggests that most respondents hold regular teaching positions (see **Table 2**).

5) Highest Academic Qualification: Concerning academic qualifications, the majority have a Bachelor's degree, with 57 respondents (75.0%). There are 17 respondents (22.4%) holding a Master's degree, and 1 respondent (1.3%) has a Doctorate, along with another respondent (1.3%) with a Diploma. This demonstrates that higher education is a significant characteristic of this group, with most holding at least a Bachelor's degree (see **Table 2**).

The coefficient value of **0.980** indicates that the measurement scale is highly reliable, and the 95% confidence interval (**0.974 to 0.987**) suggests that, based on the data, the true reliability could range between these values with 95% confidence. This means we can be very confident that the scale's reliability is close to **0.980**, and it's unlikely to be much lower than **0.974** or higher than **0.987** (see **Table 3**).

8.1.2. Descriptive Statistics on Positive Thinking among Teachers

The study examined positive thinking among the teachers through a series of statements using a Likert scale. The results demonstrate that teachers perceive the alignment of thoughts, words, and actions as essential for school success. The mean scores for various factors reflect a strong consensus on the significance of this alignment, ranging from 4.88 to 4.93 for all items assessed, indicating agreement among teachers regarding the positive implications of alignment (see **Table 4**).

Table 2. Frequencies for demographic variables.

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	15	19.737	19.737	19.737
	Female	61	80.263	80.263	100.000
	Total	76	100.000		
Age Group	51 years and above	14	18.421	18.421	18.421
	31 - 40 years	29	38.158	38.158	56.579
	41 - 50 years	29	38.158	38.158	94.737

Continued

	21 - 30 years	4	5.263	5.263	100.000
	Total	76	100.000		
Years of Service	1 - 5 years	33	43.421	43.421	43.421
	6 - 10 years	18	23.684	23.684	67.105
	11 - 15 years	15	19.737	19.737	86.842
	More than 15 years	10	13.158	13.158	100.000
	Total	76	100.000		
Position in School	Teacher	37	48.684	48.684	48.684
	Class Teacher	24	31.579	31.579	80.263
	Assistant Principal	4	5.263	5.263	85.526
	Subject Teacher	10	13.158	13.158	98.684
	Principal	1	1.316	1.316	100.000
	Total	76	100.000		
Highest Academic Qualification	Doctor of Philosophy	1	1.316	1.316	1.316
	Bachelor's Degree	57	75.000	75.000	76.316
	Master's Degree	17	22.368	22.368	98.684
	Diploma	1	1.316	1.316	100.000
	Total	76	100.000		

Table 3. Frequentist scale reliability statistics.

		95% CI			
	Coefficient	Estimate	Std. Error	Lower	Upper
	Coefficient	0.980	0.003	0.974	0.987

Table 4. Descriptive statistics on positive thinking among teachers.

No.	Question	Mean
1	Positive thinking among teachers is a key factor in school success.	4.91
2	Mutual support among teachers can enhance students' academic success.	4.91
3	Motivational words from teachers have a significant impact on students' spirit.	4.93
4	Cooperation between leadership and teachers in school activities is effective in achieving success.	4.92
5	Clear and open communication between leadership and teachers positively affects school achievements.	4.92
6	Aligned thinking among teachers facilitates the achievement of school goals.	4.91
7	Collective action by teachers in facing challenges increases school success.	4.90

Continued

8	Aligned leadership among teachers encourages better collaboration.	4.91
9	Teachers' words contribute to the building of a positive school culture.	4.91
10	The effectiveness of teaching in school is influenced by consistency of actions among teachers.	4.92
11	Teachers at this school strive to provide fair treatment to all students.	4.90
12	Teachers' actions in handling discipline issues are uniform and consistent.	4.89
13	Teachers' consensus on school goals enhances the overall performance of the school.	4.90
14	The school administration adopts effective leadership approaches to align the thoughts, words, and actions of teachers.	4.91
15	A collaborative work culture is well nurtured among teachers to support the school's vision and mission.	4.90
16	The use of consistent language in conveying messages to students strengthens their understanding.	4.93
17	Teachers' actions in planning and implementing school activities are key to school success.	4.89
18	Teachers often discuss to ensure consistent actions are taken.	4.88
19	Teacher leadership at this school influences the overall success of the school.	4.91
20	Coordinated disciplinary actions by teachers impact students' success.	4.90
21	Teachers who share the same goals and values find it easier to resolve issues at school.	4.92
22	Uniform actions among teachers have a positive impact on school success.	4.90
23	Teachers demonstrate high commitment to student success through consistent actions.	4.90
24	The school administration has effective strategies for aligning teachers' practices and values.	4.91
25	All teachers strive to adhere to the same procedures and regulations in school activities.	4.90
26	Teachers' encouraging words can enhance students' motivation to succeed.	4.92
27	Teachers' positive thinking plays an important role in improving relationships between teachers and parents.	4.89
28	Matching thinking among teachers helps achieve school goals.	4.90
29	When teachers share aligned thoughts, words, and actions, it creates a better school culture.	4.89
30	My thoughts, words, and actions are consistent in all situations in my life.	4.90

Key findings include:

1) Positive Thinking and School Success: The statement "Positive thinking among teachers is a key factor in school success" received a mean score of 4.91, illustrating the strong belief in the correlation between positive thinking and successful educational outcomes.

2) Impact of Mutual Support: Teachers emphasized the importance of mutual

support and cooperative actions among faculty, with a mean score of 4.91 and 4.90, respectively, suggesting that collaborative efforts enhance student success.

3) Importance of Communication: Clear communication and consistent actions from teachers registered high mean scores (4.92 and 4.89), underscoring that good communication can lead to improved school achievements.

4) Collective Action: Teachers expressed that collective efforts in facing challenges and aligned goals positively affect school performance (mean scores 4.90 and 4.91).

5) Teacher Leadership and Student Support: The influence of teacher leadership and the role of encouraging words in contributing to student motivation were also highlighted with high scores (mean of 4.91).

8.1.3. Ensuring Representative Teacher Sampling in Malaysian Schools

To ensure that the sample of teachers in the study was representative of the broader school population in Malaysia, the following key factors should be considered based on the information provided:

1) Demographic Representation: The sample of 76 teachers, as mentioned in the study, reflects a range of important demographic characteristics. It includes teachers of different genders, with 80.3% being women. Additionally, the teachers come from varying age groups, with the majority being between 31 and 50 years old. This range of age groups provides insights into both newer and more experienced teaching perspectives, which adds depth to the study. By including a broad gender and age representation, the study captures a more balanced view of the teacher population, enhancing its ability to generalize findings across the broader school context.

2) Work Experience: The teachers in the sample also represented different levels of work experience, with 43.4% having between 1 and 5 years of experience. This diversity in experience levels ensures that both new and seasoned educators are included, allowing for a more comprehensive understanding of how alignment between thoughts, words, and actions might affect school success at various stages of a teacher's career. The variety in work experience also contributes to capturing different teaching styles and perspectives, making the results more robust and reflective of the entire school population.

3) Case Study Location: The study was conducted in Sekolah Kebangsaan Tanjong Malim in Perak, which, although focused on one specific school, provides valuable insight into the local educational context. If similar schools in the area or broader regions are similar in terms of teacher demographics and school culture, the findings may be more generalizable to other schools in Malaysia. The sample is thus reflective of this specific school's demographic profile, and its findings could inform practices in comparable schools across the country.

4) High Response Rate: With 76 out of 77 teachers responding to the questionnaire, the sample size is large enough to minimize non-response bias, ensuring that the results are representative of the teachers' views and experiences within the school. A high response rate like this adds reliability and validity to the study's

conclusions.

In summary, by including a diverse group of teachers in terms of gender, age, and experience, the study effectively mirrors the broader teacher population in Malaysia. The data gathered offers insights that can help enhance school success not just in Sekolah Kebangsaan Tanjong Malim but potentially in other schools with similar teacher profiles.

8.1.4. Conclusions and Implications

The findings of this research align with the hypothesis that the alignment of thoughts, words, and actions provides a positive effect on both personal well-being and academic success. Critical factors contributing to a positive school environment include effective communication, mutual support, and shared goals among teachers. The highly reliable measurement scale supports the credibility of these findings.

In light of these results, it is recommended that school administrations foster an environment that encourages alignment among faculty members. Professional development programs focused on communication, teamwork, and a positive mindset might further enhance this alignment, ultimately promoting both teacher well-being and student academic achievement.

8.2. Impact of Congruence between Thoughts, Words, and Actions on Academic Proficiency in PBDS Assessments

8.2.1. Second Study Question

Research Questions:

What is the relationship between the congruence of thoughts, words, and actions and proficiency levels in Performance-Based Data Systems (PBDS) during mid-year and end-of-year assessments across 12 subjects?

Research Objectives:

To evaluate the impact of congruence among thoughts, words, and actions on proficiency levels in PBDS during mid-year and end-of-year assessments across 12 subjects.

8.2.2. Proficiency Improvement Trends

The data presented in **Table 1** shows generally positive trends in proficiency across most subjects from mid-year to end-of-year assessments. For example, the Malay Language saw an increase in proficiency from 94.6% to 98.7%, while the English Language improved from 94.6% to 99.5%. This indicates that as students align their thoughts (understanding of the subject), words (communication about the subject), and actions (engagement with the subject), their proficiency in these subjects improves.

1) Congruence and Proficiency Correlation:

The relationship between congruence in thoughts, words, and actions with the observed high proficiency levels implies that when students are mentally and verbally aligned with their learning objectives and demonstrate this through their actions (i.e. studying and participating), they are more likely to achieve higher

proficiency. For instance, Mathematics showed an increase from 95.8% to 99.3%. This success might correlate to a strong mindset, clear communication with peers and teachers, and active engagement in learning activities.

2) Comparison of Subjects with Consistent High Proficiency:

Subjects like History, Physical Education, Arabic Language, Music Education, and Moral Education demonstrated consistently high proficiency rates (100%). The congruence among thoughts, words, and actions in these subjects likely contributed to maintaining such high-performance levels. This consistency indicates that when students perceive the subject as important and express positive attitudes verbally and through participation, it reinforces their learning and retention.

3) Proficiency Improvements in Challenging Subjects:

In subjects like Science and Islamic Studies, which also saw notable improvements in proficiency levels, the contribution of an internalized congruence (students' understanding of the relevance of these subjects, articulating their goals, and actively seeking help or resources) may have led to their academic success. The progression from 98.0% to 99.3% in science exemplifies how improved understanding and communication can lead to better outcomes.

4) Hypothesis Evaluation:

The research hypothesis states that greater congruence between thoughts, words, and actions is associated with higher proficiency levels in PBDS at both mid-year and end-of-year assessments. The data supports this hypothesis as students exhibited improved proficiency in subjects where such congruence was likely strong. For example, in subjects with lower initial proficiency levels, the significant jump to higher proficiency indicates that students engaged more with the material as they aligned their thoughts, words, and actions.

Conclusion

Overall, the assessment data provides strong evidence of the positive relationship between congruence of thoughts, words, and actions and proficiency levels in PBDS. The consistent trend of improvements across various subjects supports the notion that when students' inner dialogues (thoughts), verbal communications (words), and actions align, it fosters an environment conducive to achieving higher academic proficiency.

8.2.3. Comparison of Mid-Year and End-of-Year Exam Data

1) Malay Language:

- At mid-year, 94.6% of students were proficient (TP3 - TP6), while this increased to 98.7% by the end of the year.
- The number of students who were not proficient (TP1 and TP2) dropped from 5.4% at mid-year to 1.3% at the end of the year, showing an improvement in student performance.

2) English Language:

- At mid-year, 94.6% of students reached a proficiency level of TP3 or higher, and this figure increased slightly to 99.5% at the end of the year.

- The percentage of students not proficient (TP1 and TP2) dropped from 5.4% at mid-year to just 0.5% by the end of the year, indicating substantial improvement.

3) Mathematics:

- The proficiency rate at mid-year stood at 95.8% (TP3 - TP6), which increased slightly to 99.3% by the end of the year.
- The number of students who did not achieve proficiency dropped from 4.2% at mid-year to 0.7% at the end of the year.

4) Science:

- At mid-year, 98% of students were proficient (TP3 - TP6), and this percentage remained the same by the end of the year (99.3%).
- Students who were not proficient (TP1 and TP2) dropped from 2% at mid-year to 0.7% by the end of the year.

5) Islamic Studies:

- 98.1% of students were proficient at mid-year, which slightly improved to 100% by the end of the year.
- The percentage of students who were not proficient remained low (1.9% at mid-year, 0% by the end of the year).

6) History:

- At mid-year, 100% of students were proficient (TP3 - TP6), and this remained unchanged at the end of the year.
- No students were below proficiency at either time point.

7) Physical Education and Health:

- The proficiency rate at mid-year was 100% (TP3 - TP6), and this remained the same by the end of the year.
- No students were below proficiency at any time.

8) Arabic Language:

- At mid-year, 100% of students were proficient (TP3 - TP6), with no students falling below proficiency at either time point.

9) Music Education:

- The proficiency rate remained at 100% (TP3 - TP6) at both mid-year and end-of-year assessments.
- Students not proficient in Music Education were 0% in both periods.

10) Visual Arts Education:

- At mid-year, 99.9% of students achieved proficiency (TP3 - TP6); by the end of the year, this rate remained consistent at 100%.
- No students were below proficiency at any time.

11) Moral Education:

- 100% of students were proficient in Moral Education at both mid-year and end-of-year assessments.
- There were no students who were below proficiency at either time point.

12) Design and Technology:

- At mid-year, 100% of students were proficient (TP3 - TP6), and this rate remained

unchanged by the end of the year.

- No students fell below the proficiency level in Design and Technology.

8.2.4. Summary of Trends and Observations

- Most subjects showed a positive trend in proficiency levels between the mid-year and end-of-year assessments, with students progressing from lower proficiency levels (TP1, TP2) to higher proficiency levels (TP3 - TP6).
- Subjects such as Malay Language, English Language, Mathematics, Science, and Islamic Studies showed the most significant improvement in student proficiency.
- Subjects like History, Physical Education, Arabic Language, Music Education, Visual Arts Education, Moral Education, and Design and Technology demonstrated consistently high proficiency rates of 100% or near 100% throughout the year.
- Overall, there is a clear pattern of improvement in proficiency levels across most subjects, with only a small percentage of students remaining below proficiency by the end of the academic year.

This alignment ensures a consistent and supportive learning environment that directly contributes to student proficiency in subjects such as Malay Language and Mathematics. A closer examination of these factors reveals how this alignment influences various aspects of the school environment and teaching practices.

1) Consistency in Expectations: When teachers' thoughts, words, and actions align, it establishes clear and predictable expectations for students. Hargreaves and Fullan (2012) argue that when teachers are internally consistent and externally aligned in their communication and practices, they create an environment where students are more likely to meet academic expectations. This is especially crucial in subjects like Malay Language and Mathematics, where a structured, predictable approach is necessary for mastery.

2) Positive Role Modeling: Teachers who demonstrate alignment between their thoughts, words, and actions serve as role models for students, modeling behaviors that promote success. Bandura (1997) highlights how teachers who consistently display certain behaviors, such as resilience and effort, provide a blueprint for students to follow. By believing in the value of hard work, articulating these beliefs to students, and then acting on them by offering encouragement and support, teachers encourage similar attitudes in students, which is essential for academic success.

3) Improved Communication and Feedback: Effective communication and feedback are essential components of student achievement, particularly in subjects that require problem-solving skills, such as Mathematics. Hattie and Timperley (2007) emphasize that feedback is most effective when it is clear, constructive, and aligned with teachers' stated goals. Teachers who provide consistent and aligned feedback ensure that students receive timely and relevant information, enabling them to improve their academic performance.

4) Creating a Positive School Culture: The alignment of teachers' thoughts,

words, and actions also plays a vital role in fostering a positive school culture, which can enhance student engagement and overall academic success. [Leithwood et al. \(2004\)](#) argue that when teachers share a common vision and practice consistent communication, it contributes to a collaborative and harmonious environment that supports student learning. In this context, mutual respect and support between teachers create a more collaborative atmosphere that positively influences student engagement and achievement.

5) Collaborative Teaching Practices: Teachers who align their thoughts, words, and actions are more likely to engage in collaborative teaching practices. In Sekolah Kebangsaan Tanjong Malim, this alignment likely led to shared teaching strategies and resources, especially in key subjects like Malay Language and Mathematics. [Ingersoll and Strong \(2011\)](#) note that effective collaboration among teachers leads to improved student outcomes, as teachers can pool their knowledge, resources, and teaching methods to support student learning more effectively.

6) Shared Vision for Student Success: A shared vision among teachers regarding student success is crucial for ensuring that all educators work towards the same academic goals. This alignment ensures that teachers in Sekolah Kebangsaan Tanjong Malim are working toward the same educational objectives, such as improving writing skills in Malay Language and problem-solving abilities in Mathematics. [Hargreaves and Fullan \(2012\)](#) suggest that when teachers' visions align, it leads to cohesive and coordinated efforts that significantly enhance student achievement.

Table 5 presents the comparison of proficiency levels in various subjects among students at mid-year and end-of-year evaluations. The table provides the number and percentage of students in each proficiency level (TP1 to TP6) for 12 different subjects: Malay Language, English Language, Mathematics, Science, Islamic Studies, History, Physical Education and Health, Arabic Language, Music Education, Visual Arts Education, Moral Education, and Design and Technology.

Table 5. Comparison of proficiency levels of PBDS at mid-year and end-of-year for 12 subjects.

Subject	Proficiency Level	Mid-Year Number of Students (%)	End-of-Year Number of Students (%)
Malay Language	TP1	0 (0.0%)	0 (0.0%)
	TP2	46 (5.4%)	11 (1.3%)
	TP3	176 (20.5%)	77 (9.0%)
	TP4	342 (39.8%)	265 (30.8%)
	TP5	263 (30.6%)	356 (41.4%)
	TP6	32 (3.7%)	150 (17.5%)
	Total	859 (100%)	859 (100%)
	% Proficient	94.6%	98.7%
	% Not Proficient	5.4%	1.3%

Continued

English Language	TP1	0 (0.0%)	0 (0.0%)
	TP2	47 (5.4%)	4 (0.5%)
	TP3	361 (41.5%)	246 (28.7%)
	TP4	313 (36.0%)	335 (39.0%)
	TP5	122 (14.0%)	208 (24.2%)
	TP6	26 (3.0%)	65 (7.6%)
	Total	869 (100%)	858 (100%)
	% Proficient	94.6%	99.5%
	% Not Proficient	5.4%	0.5%
Mathematics	TP1	0 (0.0%)	0 (0.0%)
	TP2	36 (4.2%)	6 (0.7%)
	TP3	367 (42.7%)	194 (22.6%)
	TP4	342 (39.8%)	391 (45.6%)
	TP5	91 (10.6%)	227 (26.5%)
	TP6	23 (2.7%)	40 (4.7%)
	Total	859 (100%)	858 (100%)
	% Proficient	95.8%	99.3%
	% Not Proficient	4.2%	0.7%
Science	TP1	0 (0.0%)	0 (0.0%)
	TP2	17 (2.0%)	6 (0.7%)
	TP3	419 (48.7%)	200 (23.3%)
	TP4	334 (38.8%)	326 (38.0%)
	TP5	62 (7.2%)	271 (31.5%)
	TP6	28 (3.3%)	56 (6.5%)
	Total	860 (100%)	859 (100%)
	% Proficient	98.0%	99.3%
	% Not Proficient	2.0%	0.7%
Islamic Studies	TP1	0 (0.0%)	0 (0.0%)
	TP2	16 (1.9%)	0 (0.0%)
	TP3	248 (29.0%)	69 (8.1%)
	TP4	322 (37.7%)	259 (30.3%)
	TP5	261 (30.5%)	310 (36.2%)
	TP6	8 (0.9%)	218 (25.5%)
	Total	855 (100%)	856 (100%)
	% Proficient	98.1%	100%
	% Not Proficient	1.9%	0.0%

Continued

History	TP1	0 (0.0%)	0 (0.0%)
	TP2	0 (0.0%)	0 (0.0%)
	TP3	27 (6.3%)	27 (6.3%)
	TP4	142 (32.9%)	133 (30.9%)
	TP5	225 (52.1%)	181 (42.0%)
	TP6	38 (8.8%)	90 (20.9%)
	Total	432 (100%)	431 (100%)
	% Proficient	100%	100%
	% Not Proficient	0.0%	0.0%
Physical Education and Health	TP1	0 (0.0%)	0 (0.0%)
	TP2	0 (0.0%)	0 (0.0%)
	TP3	8 (0.9%)	0 (0.0%)
	TP4	453 (52.7%)	170 (19.7%)
	TP5	394 (45.8%)	550 (63.7%)
	TP6	5 (0.6%)	143 (16.6%)
	Total	860 (100%)	863 (100%)
	% Proficient	100%	100%
	% Not Proficient	0.0%	0.0%
Arabic Language	TP1	0 (0.0%)	0 (0.0%)
	TP2	0 (0.0%)	0 (0.0%)
	TP3	227 (26.5%)	135 (15.7%)
	TP4	461 (53.8%)	327 (38.1%)
	TP5	169 (19.7%)	221 (25.7%)
	TP6	0 (0.0%)	176 (20.5%)
	Total	857 (100%)	859 (100%)
	% Proficient	100%	100%
	% Not Proficient	0.0%	0.0%
Music Education	TP1	0 (0.0%)	1 (0.1%)
	TP2	0 (0.0%)	1 (0.1%)
	TP3	177 (20.7%)	130 (15.1%)
	TP4	587 (68.6%)	565 (65.8%)
	TP5	89 (10.4%)	155 (18.0%)
	TP6	3 (0.4%)	8 (0.9%)
	Total	856 (100%)	859 (100%)
	% Proficient	100%	99.9%
	% Not Proficient	0.0%	0.1%

Continued

Visual Arts Education	TP1	0 (0.0%)	0 (0.0%)
	TP2	1 (0.1%)	0 (0.0%)
	TP3	106 (12.3%)	19 (2.2%)
	TP4	398 (46.3%)	165 (19.2%)
	TP5	352 (40.9%)	546 (63.6%)
	TP6	3 (0.3%)	129 (15.0%)
	Total	860 (100%)	859 (100%)
	% Proficient	99.9%	100%
	% Not Proficient	0.1%	0.0%
Moral Education	TP1	0 (0.0%)	0 (0.0%)
	TP2	0 (0.0%)	0 (0.0%)
	TP3	1 (33.3%)	0 (0.0%)
	TP4	1 (33.3%)	1 (33.3%)
	TP5	1 (33.3%)	1 (33.3%)
	TP6	0 (0.0%)	1 (33.3%)
	Total	3 (100%)	3 (100%)
	% Proficient	100%	100%
	% Not Proficient	0.0%	0.0%
Design and Technology	TP1	0 (0.0%)	0 (0.0%)
	TP2	0 (0.0%)	0 (0.0%)
	TP3	2 (0.5%)	14 (3.2%)
	TP4	165 (38.0%)	85 (19.6%)
	TP5	246 (57.1%)	228 (52.7%)
	TP6	34 (8.0%)	33 (7.7%)
	Total	447 (100%)	445 (100%)
	% Proficient	100%	100%
	% Not Proficient	0.0%	0.0%

Source: SKTM PBS File Year 2024.

The data shows the distribution of student proficiency levels at two distinct time points: mid-year and end-of-year. For example, in the Malay Language subject, at mid-year, 94.6% of students were proficient, compared to 98.7% at the end of the year. Similarly, subjects such as English Language, Mathematics, Science, and Physical Education showed substantial improvement in the percentage of proficient students by the end of the year, reflecting a positive progression in learning outcomes.

In contrast, subjects such as Music Education and Visual Arts Education maintained almost 100% proficiency rates across both periods, indicating a high and consistent level of student achievement. Some subjects like Islamic Studies and

History also displayed high proficiency, with minor shifts in proficiency levels between mid-year and end-of-year assessments.

The table reflects overall trends in student performance across different subjects, indicating general improvements in proficiency levels for most subjects over the academic year. It also shows that the majority of students achieved proficiency in key subjects by the end of the year, with only a small percentage of students remaining below proficient levels in some subjects.

8.3. Alignment of Thoughts, Words, and Actions in Achieving Success in Extracurricular Activities

8.3.1. Third Study Question

Research Questions:

What factors contribute to or impede the alignment of thoughts, words, and actions in achieving success in extracurricular activities within the school setting?

8.3.2. Discipline and Commitment

The achievements in the Golden Kris Badge Test and Silver Kris Badge Test highlight the importance of discipline and commitment among participants. The data shows that successful participants aligned their thoughts (understanding the importance of the badge tests), words (expressing their readiness to participate), and actions (engaging in preparation for the tests). This alignment is essential for achieving success in these competitions.

Teamwork and collaboration also emerge as crucial elements in co-curricular achievements. The Bridge Building Competition, for instance, exemplifies how students who work together, communicate effectively, and share common goals are able to achieve alignment between their thoughts, words, and actions. In contrast, when collaboration is absent, misalignment can occur, ultimately hindering success.

Preparation and execution play key roles in competitions such as essay writing and cultural events. Success in the Essay Writing Competition and the Islamic and Cultural Competitions suggests that when students prepare thoroughly—by forming creative ideas, executing them effectively in writing or speech, and actively participating—they are more likely to achieve high performance. However, obstacles such as limited practice time or insufficient feedback may disrupt this alignment and lead to underperformance.

Emotional intelligence and self-awareness are also integral to achieving this harmony. Students who are aware of their strengths and areas for improvement are more likely to prepare themselves mentally and physically for competitions. In events like the Track and Field Championship, participants who exhibited strong self-belief and discipline tended to succeed. Conversely, a lack of self-awareness can interfere with this process, resulting in missed opportunities for personal growth.

Support systems—such as encouragement from teachers, family members, and peers—play a pivotal role in motivating students to align their thoughts and ac-

tions with their goals. Many of the accomplishments at the district level were not only the result of individual effort, but also the outcome of sustained support from mentors and the school community. On the other hand, students who lack access to such support networks may find it difficult to maintain this alignment, potentially leading to reduced performance.

Motivation itself has a significant influence on whether alignment is achieved. Students who are genuinely passionate about their activities tend to demonstrate greater commitment, which supports the coherence of thoughts, verbal intentions, and actions. In the STEM and Innovation Competitions, winning students displayed not only technical skill but also intrinsic motivation, which helped them apply their knowledge effectively. Without this internal drive, students may become disengaged, leading to a breakdown in alignment.

Finally, cultural understanding and inclusion are vital to fostering this alignment, especially among Special Education (PPKI) students. Their participation and achievements reveal that inclusive environments can boost self-esteem and encourage students to align their capabilities with the expectations of various competitions. Still, challenges such as social stigma or lack of resources can hinder their full participation and alignment in extracurricular activities.

8.3.3. Conclusion

The analysis of co-curricular achievements in 2024 emphasizes that factors contributing to or impeding the alignment of thoughts, words, and actions significantly influence success in extracurricular activities. The data indicates that discipline, teamwork, self-awareness, emotional intelligence, and external support are key enablers of this alignment. Conversely, lack of motivation, insufficient preparation, and inadequate support can create barriers to success.

Evaluation of Research Hypothesis:

The hypothesis that self-awareness, motivation, and external support are significant factors influencing the alignment of thoughts, words, and actions and contribute to success in extracurricular activities is supported by the findings. Students who exhibited higher self-awareness and received adequate support were more capable of aligning their efforts across various co-curricular activities, ultimately leading to their success at the district, state, and national levels. Further research may explore specific mechanisms of how these factors can be optimized to enhance student engagement and achievement in extracurricular activities.

8.3.4. School Uniform Body Achievements Summary

1) Golden Kris Badge Test

- Date: 28-30 June 2024
- Venue: SMK Proton City
- Participants: Nurul Izzara Sofia, Nayli Nur Hana, Nur Marissa, and others
- State Level: 14-17 Sept 2024, Kem Bina Semangat, Kuala Kubu Baru
- National Level: 17 Dec 2024, Anugerah Pesuruhjaya Pengakap Negeri

2) Silver Kris Badge Test

- Date: 13-15 Dec 2024
- Venue: SMK Proton City
- Participants: Ahsanannandiya, Aryan Syauqi, Muhammad Dzarif, and others
- State Level: 13-15 Dec 2024

3) Competition Achievements

- District Level:
 - Ihya' Ramadan Program (23 March 2024, Masjid al-Mukmin, Tapah)
 - Ameerah Hannan (Tadabbur)
 - Nur Miftahul Jannah, Ieda Aleesya Nafisa (Asnaf)
- State Level:
 - Poetry Competition (Participation: Ameerah Hannan)
 - Meeting Etiquette Competition (5th Place: Nur Adelia, Nur Zahrah Husna)

4) Girl Guide Carnival

- Date: 9 April 2024
- Venue: SMK Sungai Kruit
- Winners:
 - Afeya Sofia, Marsya Safiya (Runner-up)
 - Aliyah Hidayah, Nur Aisyah Humaira, Alisha Humaira (Participation)

8.3.5. Co-Curricular Achievements (Non-Academic) 2024

District-Level Competitions

1) Essay Writing Competition: Loyalty to King & Country (10 July 2024, SK Bandar Behrang 2020)

- Participant: Nur Afeea Adelia binti Azlan (6SI)
- Achievement: 2nd Place

2) Muallim District Pantun Competition (25 July 2024, SK Tanjong Malim)

- Participants:
 - Madihah Arifah Salysa binti Jeffry Shah Rizal (6RI)
 - Auni Nurdhiya Medyna binti Zulmajdi (6RI) *Best Pantun Performer*
 - Nur Aisyah Humaira binti Mohd Zaiham Izwan (6RI)
 - Puteri Nur Insyirah binti Megat Putera (6RI)
 - Alfateh Harraz bin Mohd Zulfazli (4SI)
- Achievements: *Best Pantun Performer, Best Attire & Presentation*
- State-Level: Participation

3) Malay Poetry Recital (Sajak)—BM Carnival (22 Aug 2024, SK Aminuddin Baki)

- Participant: Airis Damia binti Zaihan (6SI)
- Achievement: Champion
- State-Level: 2nd Place

4) Malay Syair Recitation—BM Carnival

- Participant: Nur Damia Qaisara binti Sharul Nizam (6SI)
- Achievement: 2nd Place
- Malay Storytelling Competition—BM Carnival
- Participant: Nurqaseh Kaisara binti Mohd Azman (4SI)

- Achievement: 5th Place
- Islamic & Cultural Competitions
- 1) Festival Nasyid & Khat (FNKSS) (7 June 2024, SMK Proton City)
- Group Participants: 9 students
- Achievement: Champion
- State-Level: 4th Place
- Individual Participants:
 - Muhammad bin Ahmad Kamal Ihsan (3rd Place)
 - Nurul Husna bt Mohd Faiz (Champion)
- State-Level: 5th Place
- 2) Tilawah Al-Quran (MQSS) (10 July 2024, SK Bandar Behrang 2020)
- Participants:
 - Muhammad Ammar Ikhwan bin Mohd Abdullah (Champion) → *State-Level*: 3rd Place
 - Nurul Izzara Sofea bt Ashrulnizam (Champion) → *State-Level*: Participation
- 3) Hafazan (Quran Memorization) MQSS
- Participants: Muhammad Syarif Hidayat, Durrah Auni—*Participation*
- 4) Young Daie Competition (ILSS) (8 Aug 2024, SK Aminuddin Baki)
- Male Category: Muhammad Iman Amjad bin Fauzi (Champion) → *State-Level*: 5th Place
- Female Category: Wan Ummu Hana bt Wan Mohd Zaim—*Participation*
- 5) Kalam Jamaie (Islamic Speech) (8 Aug 2024, SK Aminuddin Baki)
- Participants: 16 students
- Achievement: Champion
- State-Level: Participation
- 6) Kalam Arabi (Arabic Speech) (8 Aug 2024, SK Aminuddin Baki)
- Male: Muhammad bin Ahmad Kamal Ihsan—3rd Place
- Female: Nur Nusaibah bt Meor Muhammad Azim (Champion) → *State-Level*: 5th Place
- 7) Mukhayyam Arabi (Arabic Camp) (22-23 Aug 2024, Masjid Al-Ikhwan)
- Participants: 4 students
- STEM & Innovation Competitions
- 1) Bridge Building Competition (15 Aug 2024, SMJK Catholic)
- Participants:
 - Khaisara Irdina binti Roslee (Champion)
 - Zara Nur Safeeya binti Mohd Salleh (Champion)
 - Alisha Humaira binti Zulfazli (Champion)
- State-Level: Participation

8.3.6. Summary of Sports Competitions and Achievements

This report summarizes sports competitions and achievements at the district (MSSD), state (MSSPK), and national (MSSM) levels in 2024.

- 1) Chess Championship (MSSD)

- Date/Venue: April 26, 2024/SMKA Slim River
- Participants:
 - Ahmad Fakhri Harraz bin Ahmad Khusairi
 - Imran Mustapha bin Khairul Hazizy
 - Muhammad Izzuddin Arif bin Sani
 - Khairun Nuha binti Sukhairi
 - Nur Awufi binti Nur Arash
- Achievement: Participation
- 2) Cross-Country Championship
- District Level (MSSD)
 - Date/Venue: SMK Proton City
 - Participants & Achievements:
 - Najibullah bin Hidayat Ullah—3rd place
 - Mohd Nufail Aidil bin Mohd Nasir—15th place
 - Other participants—Participation
- State Level (MSSPk)
 - Date/Venue: May 11, 2024/PGA Training Camp, Bidor
 - Participant: Najibullah bin Hidayat Ullah
 - Achievement: Participation
- 3) Tennis Championship
- District Level (MSSD)
 - Date/Venue: June 25-28, 2024/INSTUN
 - Participant: Amir Rizqi bin Mohd Amirul Amir
 - Achievement: 3rd place
- State Level (MSSPk)
 - Date/Venue: August 6-9, 2024/Arena Tennis Ipoh, Perak
 - Participant: Amir Rizqi bin Mohd Amirul Amir
 - Achievement: Participation
- 4) Badminton Championship
- District Level (MSSD)
 - Date/Venue: July 3-4, 2024/SMK Proton City Hall
 - Participants & Achievements:
 - Nur Fatin Uzma binti Mohd Shahrizan—Runner-up
 - Other participants—Participation
- State Level (MSSPk)
 - Date/Venue: July 26-28, 2024/Sultan Abdul Jalil Shah Campus Gymnasium, UPSI
 - Participant: Nur Fatin Uzma binti Mohd Shahrizan
 - Achievement: Participation
- 5) Archery Championship
- District Level (MSSD)
 - Date/Venue: July 4, 2024/SK Trolak Timur
 - Participant: Nur Izzah Alia binti Mohd Saiful Hezri

- Achievement: 3rd place
- State Level (MSSPk)
- Date/Venue: August 23-25, 2024/Vocational College, Gerik
- Participant: Nur Izzah Alia binti Mohd Saiful Hezri
- Achievement: Participation
- 6) Sepak Takraw Championship
- District Level (MSSD)
- Date/Venue: July 9 & 11, 2024/Politeknik Sultan Azlan Shah
- Participant: Mohd Nufail Aidil bin Mohd Nasir
- Achievement: Runner-up
- 7) Football Championship
- District Level (MSSD)
- Date/Venue: July 1-2, 2024
- Participant: Muhammad Haziq bin Mohd Rizal
- Achievement: 4th place
- State Level (MSSPk)
- Participant: Danial Rifqir bin Shamsi
- Achievement: 5th place
- 8) Track & Field Championship
- District Level (MSSD)
- Date/Venue: July 22-25, 2024/UPSI Stadium
- Key Achievements:
 - Muhammad bin Ahmad Kamal Ihsan—Gold (80 m hurdles L12)
 - Shaza Maya Insyirah binti Shahrul Naim—Gold (80 m hurdles P12)
 - Muhammad Syazani Awafi bin Abdul Haq—Gold (100 m, 200 m L12)
 - Other participants won bronze or participated
- State Level (MSSPk)
- Date/Venue: September 1-5, 2024/Perak Stadium
- Key Achievements:
 - Muhammad Syazani Awafi bin Abdul Haq—Bronze (200 m L12)
 - Other participants—Participation
- National Level (MSSM)
- Date/Venue: October 19-24, 2024/Perak Stadium
- Participants:
 - Muhammad Syazani Awafi bin Abdul Haq—Participation (Relay Event)
 - Other participants—Participation
- 9) Special Awards
- Muhammad bin Ahmad Kamal Ihsan—*Most Promising Athlete Award* (12 years category)
- Muhammad Syazani Awafi bin Abdul Haq—*Best Athlete Award* (Primary School Category)
- Sekolah Kebangsaan Tanjong Malim—*Overall Champion* (Primary School Category) with 8 Gold, 1 Silver, 2 Bronze

8.3.7. Summary of Special Education (PPKI) Students' Co-Curricular Achievements in 2024

This report outlines the achievements of Special Education (PPKI) students in various co-curricular competitions at the district, state, and national levels in 2024.

1) E-Nilam Special Education Award

- District Level (13 May 2024, SK Slim Village)
 - Fayyadh Ferdianata Suroyo bin Abdul Muhaimin—Champion
 - Nurintan Suliana binti Sukur—Champion
- State Level (11 June 2024, PPD Hilir Perak)
 - Both participants competed and received participation awards.

2) Muallim Got Talent and Employability Competition

- District Level (25 June 2024, SK Aminuddin Baki)
 - Team Members: Nurintan Suliana, Laila Karmila, Noor Qaseh Qalysha, Amanda Nurasyura Iman, Syahdatul Musliani
- Achievement: 4th Place

3) Special Education Athletics Championship (MSSD Muallim 2024)

- District Level (17-18 July 2024, SMK Bandar Behrang 2020)
 - Ahmad Redzuan bin Razali—Champion (100 m & 200 m Boys U12)
 - Muhammad Zaid bin Sajastanah—Champion (Shot Put Boys U12)
 - Laila Karmila binti Mat Rozi—Champion (Long Jump Girls U12), 3rd Place (200 m Girls U12)
 - Nurintan Suliana binti Sukur—3rd Place (Shot Put Girls U12)
 - Relay Team (Laila Karmila, Nur Adelya, Noor Qaseh Qalysha, Syahdatul Musliani)—Champion (4x100m Girls U12)

4) Special Education Cross-Country Championship

- District Level (2 May 2024, SK Bandar Behrang 2020)
 - Laila Karmila binti Mat Rozi—1st Place
- State Level (12 May 2024, SMK Kenering, Gerik)
 - Achievement: 5th Place

5) Scout Badge Examination (Lencana Keris & Rambu Award)

- District Level (28-30 June 2024, SMK Proton City)
 - Muhammad Muaz bin Mohd Zaid—Keris Perak Badge
- State Level (17 December 2024, Anugerah Pesuruhjaya Pengakap Negeri)
 - Che Alif Hafizuddin bin Che Anuar—Rambu Award
 - Nur Intan Suliana binti Sukur—Rambu Award

These achievements highlight the active participation and success of PPKI students in various co-curricular activities, showcasing their talents and abilities at different levels of competition.

1) School Uniform Body Achievements

Golden Kris Badge Test

- Date: June 28-30, 2024
- Venue: SMK Proton City
- Participants: Nurul Izzara Sofia, Nayli Nur Hana, Nur Marissa, and others
- State Level: September 14-17, 2024, Kem Bina Semangat, Kuala Kubu Baru

- National Level: December 17, 2024, Anugerah Pesuruhjaya Pengakap Negeri Silver Kris Badge Test
- Date: December 13-15, 2024
- Venue: SMK Proton City
- Participants: Ahsanannandiya, Aryan Syauqi, Muhammad Dzarif, and others
- State Level: December 13-15, 2024
- Competition Achievements
- District Level:
 - *Ihya' Ramadan Program* (March 23, 2024, Masjid al-Mukmin, Tapah)
 - Ameerah Hannan (Tadabbur)
 - Nur Miftahul Jannah, Ieda Aleesya Nafisa (Asnaf)
- State Level:
 - *Poetry Competition*—Participation: Ameerah Hannan
 - *Meeting Etiquette Competition*—5th Place: Nur Adelia, Nur Zahrah Husna
- Girl Guide Carnival
- Date: April 9, 2024
- Venue: SMK Sungai Kruit
- Winners:
 - Afeya Sofia, Marsya Safiya—Runner-up
 - Aliyah Hidayah, Nur Aisyah Humaira, Alisha Humaira—Participation
- 2) Co-Curricular Achievements (Non-Academic)
- District-Level Competitions
- *Essay Writing Competition: Loyalty to King & Country* (July 10, 2024, SK Bandar Behrang 2020)
 - Participant: Nur Afeea Adelia binti Azlan (6SI)
 - Achievement: 2nd Place
- *Muallim District Pantun Competition* (July 25, 2024, SK Tanjong Malim)
 - Participants:
 - Madihah Arifah Salysa binti Jeffry Shah Rizal (6RI)
 - Auni Nurdhiya Medyna binti Zulmajdi (6RI)—Best Pantun Performer
 - Nur Aisyah Humaira binti Mohd Zaiham Izwan (6RI)
 - Puteri Nur Insyirah binti Megat Putera (6RI)
 - Alfateh Harraz bin Mohd Zulfazli (4SI)
 - Achievements: Best Pantun Performer, Best Attire & Presentation
 - State-Level: Participation
- *Malay Poetry Recital (Sajak)—BM Carnival* (August 22, 2024, SK Aminuddin Baki)
 - Participant: Airis Damia binti Zaihan (6SI)
 - Achievement: Champion
 - State-Level: 2nd Place
- 3) Islamic & Cultural Competitions
- *Festival Nasyid & Khat (FNKSS)* (June 7, 2024, SMK Proton City)
 - Group Achievement: Champion

- State-Level: 4th Place
- Individual Achievements:
 - Muhammad bin Ahmad Kamal Ihsan—3rd Place
 - Nurul Husna bt Mohd Faiz—Champion
- State-Level: 5th Place
- Tilawah *Al-Quran (MQSS)* (July 10, 2024, SK Bandar Behrang 2020)
- Participants:
 - Muhammad Ammar Ikhwan bin Mohd Abdullah—Champion → State-Level: 3rd Place
 - Nurul Izzara Sofea bt Ashrulnizam—Champion → State-Level: Participation
- 4) STEM & Innovation Competitions
- Bridge *Building Competition* (August 15, 2024, SMJK Catholic)
- Participants:
 - Khaisara Irdina binti Roslee—Champion
 - Zara Nur Safeeya binti Mohd Salleh—Champion
 - Alisha Humaira binti Zulfazli—Champion
- State-Level: Participation
- 5) Sports Competitions and Achievements
- *Chess Championship (MSSD)* (April 26, 2024, SMKA Slim River)
- Participants: Ahmad Fakhri Harraz, Imran Mustapha, Muhammad Izzuddin Arif, Khairun Nuha, Nur Awufi
- Achievement: Participation
- *Cross-Country Championship* (SMK Proton City)
- District Level:
 - Najibullah Hidayat Ullah—3rd Place
 - Mohd Nufail Aidil—15th Place
- State Level: Participation
- *Track & Field Championship*
- District Level (July 22-25, 2024, UPSI Stadium):
 - Muhammad bin Ahmad Kamal Ihsan—Gold (80 m hurdles L12)
 - Shaza Maya Insyirah—Gold (80 m hurdles P12)
 - Muhammad Syazani Awafi—Gold (100 m, 200 m L12)
- State Level: Bronze (200 m L12)
- National Level: Participation (Relay Event)
- 6) Special Education (PPKI) Students' Co-Curricular Achievements
- *e-Nilam Special Education Award*
- District Level: Champions—Fayyadh Ferdianata Suroyo, Nurintan Suliana
- State Level: Participation
- *Special Education Athletics Championship (MSSD Muallim 2024)*
- District Level:
 - Ahmad Redzuan Razali—Champion (100 m & 200 m Boys U12)
 - Muhammad Zaid Sajastanah—Champion (Shot Put Boys U12)
 - Laila Karmila Mat Rozi—Champion (Long Jump Girls U12)
- State Level: Participation

Conclusion: The year 2024 saw remarkable achievements across various co-curricular activities. These successes demonstrate the students' determination, skill, and commitment to excellence beyond academics. Encouraging participation in these activities fosters leadership, teamwork, and resilience among students, preparing them for future challenges.

8.3.8. Summary of Co-Curricular Achievements in 2024: Factors Contributing to or Impeding Alignment of Thoughts, Words, and Actions in Achieving Success

In the school setting, the success of students in extracurricular activities is significantly influenced by various factors. These include individual effort, teamwork, leadership, discipline, and the ability to align thoughts, words, and actions in achieving success. Below is a summary of the co-curricular achievements in 2024, categorized by the types of competitions and their respective levels (district, state, and national), with a focus on the factors that contribute to or impede the alignment of thoughts, words, and actions in these activities.

School Uniform Body Achievements

The achievements of the school uniform bodies (Golden Kris and Silver Kris Badge tests) highlight the importance of discipline, commitment, and alignment between individual goals and actions. For example, participants in the Golden Kris Badge Test exhibited a strong alignment of thoughts and actions, demonstrated through their preparation and performance in the tests. The state and national levels required further alignment, particularly in achieving success in competition-based activities.

Co-Curricular Achievements (Non-Academic)

1) Essay Writing and Competitions: Achievements in essay writing and pantun (traditional Malay poetry) competitions underline the need for creativity, critical thinking, and a strong connection between ideas (thoughts), presentation (words), and execution (actions). Successes, such as the 2nd place in the Essay Writing Competition, highlight that clear communication and preparation are key factors in aligning thoughts and actions.

2) Islamic & Cultural Competitions: In Islamic and cultural competitions, including the Festival Nasyid & Khat and Tilawah Al-Quran, students displayed strong teamwork and dedication, aligning their actions with their goals. For instance, the championship in the Nasyid competition, along with individual achievements in Tilawah Al-Quran, shows how well-aligned thoughts and actions can lead to success, while a lack of coordination or preparation might impede performance.

3) STEM & Innovation Competitions: The Bridge Building Competition saw students work collaboratively to build their projects, demonstrating the importance of practical action in aligning theoretical knowledge with execution. Achievements in these competitions reveal the ability to put ideas into action successfully.

Sports Competitions

In sports, the alignment of physical preparation (actions), mental strategies

(thoughts), and communication (words) is crucial. For example, in the Track & Field Championship, the district-level achievements, including gold medals in the 80m hurdles and 100 m and 200 m races, emphasize the importance of mental and physical readiness, discipline, and self-belief in achieving success.

1) Chess Championship and Cross-Country Championship: These competitions also showcased individual perseverance and teamwork. Participation in the Chess Championship and the 3rd place in Cross-Country at the district level reflect how internal alignment and team coordination play a role in competitive success.

Special Education (PPKI) Co-Curricular Achievements

The Special Education (PPKI) students' achievements in various events, such as the e-Nilam Special Education Award and the Special Education Athletics Championship, highlight the role of inclusivity and determination. These students showed great perseverance in aligning their capabilities with the expectations of the competition.

The data from the 2024 co-curricular achievements reveal that aligning thoughts, words, and actions is critical for achieving success in extracurricular activities. Students who demonstrate discipline, focus, and teamwork are more likely to achieve their goals, whether at the district, state, or national levels. While external factors such as competition and resources play a role, the internal alignment of thoughts, words, and actions appears to be a central factor in students' success across various co-curricular activities.

8.3.9. Other Influential Factors beyond Teacher Alignment

While the alignment of teachers' thoughts, words, and actions significantly contributes to school success, there are several additional factors that also play a crucial role in shaping positive educational outcomes.

School Leadership

Effective leadership by principals or school administrators is fundamental in guiding the overall vision and mission of a school. A strong leader fosters teacher collaboration, encourages professional development, and ensures the effective allocation of resources. Research has consistently shown that school leadership is a key driver of student achievement and school improvement (Leithwood & Louis, 2012). Leadership that promotes clear communication and shared decision-making creates an environment where both teachers and students can thrive.

External Resources

Access to external resources such as funding, technological tools, instructional materials, and support services directly affects a school's ability to deliver quality education. Community partnerships and external support systems—including NGOs, local businesses, or higher education institutions—can supplement classroom learning and provide valuable experiences for students. Barton (2003) stresses that adequate resources are essential in addressing achievement gaps and fostering equity in education.

School Culture

A positive and inclusive school culture supports both academic success and personal growth. When students feel respected, safe, and valued, they are more likely to engage actively in their education. A healthy school culture is also characterized by trust, collaboration, and mutual respect among staff and students. Bryk and Schneider (2002) have shown that strong relational trust within a school community contributes significantly to improved student performance and organizational effectiveness.

Parental Involvement

Parental engagement in children's education contributes to higher academic achievement, improved behavior, and increased motivation. This involvement includes regular communication with teachers, participation in school events, and support for learning at home. According to Henderson and Mapp (2002), schools that actively involve families tend to experience better student outcomes and stronger community relationships.

9. Recommendations for Future Research

To further explore the impact of congruence on proficiency levels, studies could include qualitative methods such as interviews or focus groups to understand students' perspectives on how their internal and external expressions shape their learning experiences. Analyzing the applicability of congruence across different educational contexts and demographics could unveil different patterns and strategies for enhancing learning outcomes. Longitudinal studies could help assess the long-term impact of congruence on academic success beyond the academic year assessments.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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