

**ENGLISH LANGUAGE TEACHERS' SENSE OF
EFFICACY, TEACHING EFFECTIVENESS AND
THEIR PRACTICE OF HEADCOUNT IN STUDENTS'
ACADEMIC ACHIEVEMENT IN LABUAN**



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**FAKULTI PSIKOLOGI DAN PENDIDIKAN
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2017**

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IN LABUAN**



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DEGREE OF DOCTOR OF PHILOSOPHY**

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BORANG PENGESAHAN TESIS

JUDUL: **ENGLISH LANGUAGE TEACHERS' SENSE OF EFFICACY, TEACHING EFFECTIVENESS AND THEIR PRACTICE OF HEADCOUNT IN STUDENTS' ACADEMIC ACHIEVEMENT IN LABUAN**

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DECLARATION

I hereby declare that the material in this thesis is my own except for quotations, excerpt, equations, summaries and references, which have been duly acknowledged.

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Hyginus Lester Junior Lee
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ABSTRACT

The Surat Pekeliling Ikhtisas Bil. 4/1986 (Professional Circular Letter No. 4/1986) of the Ministry of Education Malaysia recommended the establishment of subject panels in schools with the intention of organizing teachers in a structured body on a subject-oriented basis and based on their professional expertise. One of the main purposes is to improve students' performance in school and public examinations. To date, subject-specific teachers have been contributing towards achieving the vision and mission of the school and the national education agenda. One of the many academic-related initiatives introduced in schools is the Headcount Programme. Thereby, this research was carried out with the intention to find out the relationship between Headcount Programme practice of English language, teachers' sense of efficacy, teaching effectiveness and students' academic achievement in the Federal Territory of Labuan. This study adopted a purposive sampling, involving 150 English language teachers in Labuan. The instrument used in this study was a set of survey questionnaire which was distributed to schools state-wide. Research data was analysed using the IBM Statistical Package for Social Science (SPSS) program for t-test, ANOVA, correlation and regression. The findings of this study found that teachers' Headcount Programme Practice (M= 3.81), sense of efficacy (M= 3.71) and teaching effectiveness (M= 4.13) were rated high. Nevertheless, a very weak relationship was found between Headcount Programme Practice ($r = .029$), teachers' sense of efficacy ($r = .056$), teaching effectiveness ($r = .066$) and students' academic achievement. Regression on all three variables shown that was no statistically significant evidence to predict students' academic achievement ($F = (2, 146) = .252, p > .05$). This study disclosed the need for teachers to play their part in promoting learning and enhancing students' academic achievement. It also underpins the importance of systematically implementing programmes in schools to establish its effectiveness. It is proposed that in the interest of assisting students in their learning, teachers and students need to work together to achieve the desired target.

ABSTRAK

EFIKASI, KEBERKESANAN PENGAJARAN DAN AMALAN HEADCOUNT GURU BAHASA INGGERIS DALAM PENCAPAIAN AKADEMIK PELAJAR

Surat Pekeliling Ikhtisas Bil. 4/1986 Kementerian Pendidikan Malaysia mengesyorkan penubuhan panitia mata pelajaran di sekolah dengan hasrat memperkembangkan penglibatan guru dalam satu badan ikhtisas mengikut mata pelajaran yang diajar. Salah satu tujuan utama panitia mata pelajaran adalah untuk memperbaiki prestasi pelajar dalam peperiksaan berasaskan sekolah dan awam. Sehingga kini, guru mata pelajaran telah banyak menyumbang kepada pencapaian visi dan misi sekolah dan agenda pendidikan kebangsaan. Salah satu inisiatif akademik yang diperkenalkan di sekolah ialah Program Headcount. Sehubungan dengan itu, kajian ini dijalankan untuk mengenal pasti hubungan antara amalan Program Headcount, efikasi guru, keberkesanan pengajaran, dan pencapaian akademik pelajar di Wilayah Persekutuan Labuan. Kajian ini menggunakan kaedah tinjauan dengan teknik persampelan bertujuan, melibatkan 150 orang guru bahasa Inggeris di Labuan. Instrumen kajian menggunakan soal selidik yang diedar ke sekolah-sekolah seluruh negeri. Data dianalisis menggunakan IBM Statistical Package for Social Science (SPSS) untuk ujian-T, ANOVA, korelasi, dan regresi. Dapatan kajian menunjukkan tahap amalan Program Headcount ($M= 3.81$), efikasi guru ($M= 3.71$), dan keberkesanan pengajaran ($M= 4.13$) pada tahap tinggi. Namun, hubungan antara amalan Program Headcount ($r= .029$), efikasi guru ($r= .056$), dan keberkesanan pengajaran ($r= .066$) dengan pencapaian akademik pelajar adalah sangat lemah. Regresi menunjukkan ketiga-tiga variabel tidak mencapai kesignifikan secara statistik dalam meramal pencapaian akademik pelajar ($F=(2, 146) = .252, p>.05$). Kajian ini menekankan perlunya guru memainkan peranan dalam pembelajaran pelajar dan kepentingan melaksanakan program sekolah secara sistematik. Dicadangkan bahawa guru dan pelajar dapat bekerjasama untuk mencapai sasaran yang telah ditetapkan.

TABLE OF CONTENT

	Page
TITLE	i
DECLARATION	ii
CERTIFICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
<i>ABSTRAK</i>	vi
TABLE OF CONTENT	vii
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF ABBREVIATION	xiii
LIST OF APPENDICES	xiv
CHAPTER 1: INTRODUCTION	
1.1 Introduction	1
1.2 Research Background	5
1.3 Problem Statement	21
1.4 Purpose of the Research	29
1.5 Research Objectives	31
1.6 Research Questions	31
1.7 Research Hypotheses	32
1.8 Significance of the Study	33
1.9 Limitations of the Study	37
1.10 Operational Definitions	38
1.11 Conclusion	43
CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction	44
2.2 Theories and Models	44
2.3 Assessment	64
2.4 Referencing Framework	77
2.5 Data-driven Decision Making	81
2.6 Self-Efficacy	92
2.7 Teaching Effectiveness	104
2.8 Previous Studies	110
2.9 Conceptual Framework	126
2.10 Conclusion	128

CHAPTER 3: RESEARCH METHODOLOGY

3.1	Introduction	129
3.2	Research Design	129
3.3	Research Variables	133
3.4	Population and Research Sampling	134
3.5	Instrument	135
3.6	Questionnaire Scores	139
3.7	Pilot Test	144
3.8	Findings of Pilot Test	145
3.9	Validity and Reliability	146
3.10	Research Procedures	148
3.11	Data Analysis	150
3.12	Summary of Hypothesis Testing	153
3.13	Conclusion	156

CHAPTER 4: FINDINGS

4.1	Introduction	157
4.2	Demography of Respondents	157
4.3	Mean Score Analysis	161
4.4	Difference in Mean Scores	163
4.5	Relationship Between Variables	168
4.6	Result of Hypothesis Testing	177
4.7	Conclusion	179

CHAPTER 5: DISCUSSION

5.1	Introduction	180
5.2	Summary of the Study	180
5.3	Discussion	182
5.3.1	To Ascertain the Adoption and Practice of Headcount Programme in Schools	182
5.3.2	To Compare the Mean Scores of Students TOV and AR in Schools	185
5.3.3	To Identify the Level of Headcount Programme Practice, Teachers' Sense of Efficacy and Teaching Effectiveness	186
5.3.4	To Identify the Difference in Mean Scores of Headcount Programme Practice, Teachers' Sense of Efficacy and Teaching Effectiveness According to Gender, Academic Qualification and Teaching Experience	187
5.3.5	To Determine the Relationship Between Headcount Programme Practice, Teachers' Sense of Efficacy, Teaching Effectiveness and Students' Academic Achievement	189
5.4	Headcount Programme	192
5.4.1	Contribution of Headcount Programme Towards Students' Academic Achievement	193
5.5	Teachers' Sense of Efficacy	196
5.5.1	Contribution of Teachers' Sense of Efficacy Towards	197

	Students' Academic Achievement	
5.6	Teaching Effectiveness	199
	5.6.1 Contribution of Teaching Effectiveness Towards Students' Academic Achievement	200
5.7	Contribution of Study To Theories	203
5.8	Contribution of Study Towards Methodology	205
5.9	Contribution of Study Towards Profession and Organization	206
5.10	Implication	210
	5.10.1 Implication to Schools	210
	5.10.2 Implication to Teachers	215
5.11	Suggestions of Further Study	217
5.12	Conclusion	219
	REFERENCES	220
	APPENDICES	237



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF TABLES

	Page	
Table 3.1	Number of teachers	135
Table 3.2	Headcount Programme Practice	136
Table 3.3	Teacher Sense of Efficacy	138
Table 3.4	Teaching Effectiveness	138
Table 3.5	Demography	139
Table 3.6	Headcount Adoption	140
Table 3.7	Likert Scale Indicator	140
Table 3.8	Headcount Programme Practice Score Range	140
Table 3.9	Teacher Effectiveness Score Range	141
Table 3.10	Interpretation of Likert Scores	141
Table 3.11	Interpretation of Mean Scores	141
Table 3.12	Indicator for Teachers' Sense of Efficacy Likert Scale	142
Table 3.13	Teacher Sense of Efficacy Score Range	142
Table 3.14	Interpretation of Score for Teacher Sense of Efficacy	142
Table 3.15	Mean Interpretation for Teacher Sense of Efficacy	143
Table 3.16	Interpretation for Students' Examination Results	143
Table 3.17	Interpretation for Correlation Coefficient	143
Table 3.18	Interpretation for Cronbach's Alpha	145
Table 3.19	Pilot Test Result Analysis	146
Table 3.20	Summary of Hypothesis Testing	153
Table 4.1	Distribution of Respondents by Gender	158
Table 4.2	Distribution of Respondents by Academic Qualification	158
Table 4.3	Distribution of Respondents by Teaching Experience	159
Table 4.4	Distribution of the Use of Headcount Programme in Schools	159
Table 4.5	Distribution of the Ways in Determining Take-Off Value	160
Table 4.6	Distribution of the Ways in Determining Operational Target Increment	160
Table 4.7	Distribution of the Ways in Determining Expected Target Result	161
Table 4.8	Mean Scores for Headcount Programme Practice	162
Table 4.9	Mean Scores for Teachers' Sense of Efficacy	162
Table 4.10	Mean Scores for Teaching Effectiveness	163
Table 4.11	Difference in Mean Scores for Headcount Programme Practice by Gender	164
Table 4.12	Difference in Mean Scores for Headcount Programme Practice by Academic Qualification	164
Table 4.13	Difference in Mean Scores for Headcount Programme Practice by Teaching Experience	165
Table 4.14	Difference in Mean Scores for Teachers' Sense of Efficacy by Gender	166
Table 4.15	Difference in Mean Scores for Teachers' Sense of Efficacy by Academic Qualification	166
Table 4.16	Difference in Mean Scores for Teachers' Sense of Efficacy by Teaching Experience	167
Table 4.17	Difference in Mean Scores for Teaching Effectiveness by Gender	167

Table 4.18	Difference in Mean Scores for Teaching Effectiveness by Academic Qualification	168
Table 4.19	Difference in Mean Scores for Teaching Effectiveness by Teaching Experience	168
Table 4.20	Relationship between Headcount Programme Practice and Students' Academic Achievement	169
Table 4.21	Matrix Correlational Table on Headcount Programme Practice and Students' Academic Achievement	169
Table 4.22	Summary of the Relationship Between Headcount Programme Practice and Students' Academic Achievement	171
Table 4.23	Relationship between Teachers' Sense of Efficacy and Students' Academic Achievement	172
Table 4.24	Matrix Correlational Table on Teachers' Sense of Efficacy and Students' Academic Achievement	172
Table 4.25	Summary of the Relationship Between Teachers' Sense of Efficacy and Students' Academic Achievement	173
Table 4.26	Relationship Between Teaching Effectiveness and Students' Academic Achievement	174
Table 4.27	Matrix Correlation Table on Teaching Effectiveness and Students' Academic Achievement	174
Table 4.28	Summary of the Relationship Between Teaching Effectiveness and Students' Academic Achievement	176
Table 4.29	Relationship Between Headcount Programme Practice and Teachers' Sense of Efficacy	177



LIST OF FIGURES

	Page
Figure 2.1 Model of Teachers' Perceived Efficacy	49
Figure 2.2 Linear Rational Model	54
Figure 2.3 Linear Model by Burden and Byrd (2010)	54
Figure 2.4 Model of Effective Instruction	57
Figure 2.5 Model of Teacher Quality and Performance	59
Figure 2.6 Data-driven Decision Making Framework	62
Figure 2.7 Conceptual Framework of the Study	127



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LIST OF ABBREVIATION

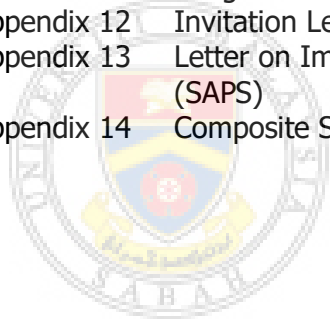
AR	Actual Result
ETR	Expected Target Result
OTI	Operational Target Increment
SAPS	Sistem Analisis Peperiksaan Sekolah
TSE	Teachers' Sense of Efficacy
TSES	Teacher Sense of Efficacy Scale
TOV	Take-Off Value



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF APPENDICES

	Page	
Appendix 1	Research Survey Questionnaire	238
Appendix 2	Letter of Permission and Consent from Educational Planning and Research Division	245
Appendix 3	Letter of Permission and Consent from Labuan Education Department	246
Appendix 4	Confirmation Letter as Postgraduate Student	247
Appendix 5	Permission and Consent from Head of Schools	248
Appendix 6	Letter of Consent for Headcount Programme Survey Instrument	249
Appendix 7	Letter of Consent for Teachers' Sense of Efficacy Scale	250
Appendix 8	Letter of Acceptance for Labuan International Conference on Educational Research (LICER) 2017	251
Appendix 9	Invitation Letter for the 6 th MELTA International Research Conference in English Language Education	252
Appendix 10	Letter of Article Submission to Educational Planning and Research Division, Ministry of Education Malaysia	253
Appendix 11	Letter of Acceptance for The 2 nd International Conference on Religion and Society 2017	254
Appendix 12	Invitation Letter for the 26 th MELTA International Conference	255
Appendix 13	Letter on Implementation of Sistem Analisis Peperiksaan (SAPS)	256
Appendix 14	Composite Score Calculation for School Banding and Ranking	258



CHAPTER 1

INTRODUCTION

1.1 Introduction

Over the years, efforts have been made to further uplift the quality of education in the country. This can be seen in the introduction and implementation of the National Education Blueprint 2006-2010. To further empower the Malaysian education, another National Education Blueprint 2013-2025 was recently launched. The current plan outlines new and comprehensive transformation programmes with the hope of meeting the rising global demands in the competitive world. The Ministry of Education claimed that Malaysian education has reached world's standards, making it one of the best, following the World Economic Forum's global competitiveness report that ranked the nation 14th among 142 countries and in the second placing among Asean countries for quality education (Unit Komunikasi Korporat, 2012). Such an achievement proposes that our education system is benchmarked with other developing nations and acknowledged for its worth. Further improvement should be initiated so that the system remains relevant and on par with the expectations of 21st century learning.

Callison (2004) believes that the effort in improving the education system and learning outcome must be supported by all quarters, especially the school community. This is due to the belief that commitment for better quality, by far, should begin from the foundation where education starts. Among the interest in gauging educational outcomes is through the observation of students' academic achievement based on assessments conducted in schools and in public examinations. Student achievement is emphasized in the National Education Blueprint 2013-2025. Students' achievements

are recorded in an online system known as "Sistem Analisis Peperiksaan Sekolah" (SAPS) developed by the Ministry of Education. SAPS falls under the National Key Result Area (NKRA) for education and this outcome determines how schools are progressing and have been performing over a period of time. The information is readily available by stakeholders who have access to it.

One area of concern for students' academic achievement is the standards of English language. Nor, Norsimah and Kesumawati (2008) and David, Siew and Hazita (2015) claim that it is a big challenge to teach English today as students are still unable to acquire the language after studying it at primary and secondary levels. Normazidah, Koo and Hazita (2012) also admit that after going through eleven years of formal learning of English in schools, Malaysian students seem to have low or limited English literacy achievement. Though English is learned formally as a second language since Primary One, some students still find it challenging to acquire it at secondary level. Teachers of English face a challenge in teaching these students for they have not grasped a strong foundation in the language. Tan and Santhiram (2007) claim that the standards of English have declined over the years and regarded as the weaker language among many Malaysians. Only a small group of middle and upper class families in urban areas were seen using the language at home while in certain rural areas, English has become a foreign language. The issue of deteriorating standards of English among Malaysians was again highlighted in 2009, focusing on current students at schools who still needed a boost in language proficiency (Ambigapathy, Suthagar and Shanti, 2009).

This concern is also shared by Murray and Scarino (2014) who claim that low English language proficiency has affected graduates of higher education. These graduates are at a disadvantage in the competitive job environment due to the inability to attain reasonable proficiency in the said language.

It is even more surprising that teachers who are teaching English have been seen incompetent in the language. Gill (2014) mentioned about a report that about two-thirds of the country's 70,000 in-service English language teachers performed poorly in the English Language Cambridge Placement Test. Majority of them are not

proficient in the language. As a result, the teachers affected were thereafter sent to attend courses to further improve their proficiency. The intervention seemed to bear fruit when preliminary the findings of the Cambridge English Language Assessment in Malaysian schools showed 37% of primary school English teachers were at C1 and C2 levels, an indication of advanced users of the language (Sim, 2014).

This incompetency in the English language is one issue that the nation has to face and address. Much concern over the matter shows how critical English language teaching and learning is regarded in the country that aspires to be a developed nation by year 2020. Having such an issue may only slow down the aggressive effort undertaken to develop learners into knowledgeable and highly competent citizens. With much ongoing effort placed to further improve the command of English language, attention is given to schools to help build a stronger foundation among students. Koi (2014) reports that the Education Ministry aims to train 20,000 English teachers by the end of 2014 and another batch of 20,000 in 2015. 100 Fulbright English Teaching Assistant (ETA) scholars have also been posted in six states in Malaysia to assist classroom and co-curricular lessons. Such intervention is hoped to be able to gradually solve the current problem of English language in the country. With more studies being undertaken to look into this matter, stakeholders may help identify the progress in language learning at school level.

In the interest to help students achieve better in their academic, various initiatives have been embarked by the Ministry of Education including introducing smart school concepts, 21st century classroom approaches and virtual learning. Schools are also playing their part by holding extra classes, intervention programmes and study seminars, among others. On the part of the teachers, they need to carry out school programmes and keep track on students' academic progress. They are to continuously monitor students' academic achievement over a period of time. The Headcount Programme is one way of looking at students' academic achievement in which teachers record their current scores and attempt to project their students' performance before and after assessment. The programme allows teachers to observe increment in scores for that academic year. The programme is known to have been implemented in a number of schools nationwide yet not thoroughly

reported. Hence, it is wise to find out if the programme has brought benefits to educational practices.

In the effort to help students develop their potentials in schools, it is also important to give focus on teachers. Teachers who are involved in implementing academic programmes in schools need to be motivated and have strong belief that they are able to help students achieve the target set for them. Teachers' belief is typically crucial as their characteristics have influence on their classroom practices (Kosgei, Mise, Odera and Ayugi, 2013). In addition, Tella (2008) claims that teacher self-efficacy has significant correlation with students' achievement scores. Teacher self-efficacy was reported to be the best predictor followed by teacher's interest. Therefore, it is essential that teacher's efficacy remain high, owing that they are to organize and carry out courses of actions in order to achieve specific targets. It would be more advantageous if a policy drawn is supported by teachers who are efficacious, committed and dedicated towards making it a success.

Teachers also are expected to have commendable teaching practices apart from just having strong beliefs and efficacy. This is to ensure that their pedagogical skills are positively contributing to the teaching and learning process. Arends (2013) believes that effective teaching demands the teacher to be academically able, have good command on the subject matter, care for the well-being of their students and capable of delivering results in the areas of academic achievement and social learning. Pranab, Dibyendu and Pranab (2015) support that teaching effectiveness is essential in making learning meaningful and more beneficial. Teacher factor is said to have a significant relationship with students' achievement. Ko, Sammons and Bakkum (2013), however, disclose that literature discussed have mostly reflected on the Western perspectives and it is therefore recommended further studies in addressing non-Western cultural impacts on the concept of teaching effectiveness. Since little is known on how teaching is effectively conducted in Malaysian classrooms, a study has to be increasingly embarked to give an additional view on the matter. The information obtained would give a fairer and credible information to those who need data when pursuing further investigation and research on teaching quality.

1.2 Research Background

This research embarks on an investigation into the factors which may predict and contribute to students' academic achievement, namely the practice of Headcount Programme, teachers' sense of efficacy and teaching effectiveness. These selected variables will be explained to give an overview of the study.

1.2.1 Student Academic Achievement

The Malaysian National Philosophy of Education expresses the ongoing effort in developing potentials among pupils in a holistic manner towards producing individuals who are capable intellectually, spiritually, emotionally and physically. Shafeeq, Lai, Mohammed and Lokman (2014) see that schools are one of the few important platforms to turn this aspiration into reality. Moreover, the school community subscribes to the said common goal and thus plays a role in ensuring that the philosophy meets its desire.

In the interest of improving the quality of education in accordance to the Malaysian National Philosophy of Education, the Ministry of Education has introduced the Malaysian Education Blueprint 2013-2025. There are eleven shifts to transform the education system. One of them is to maximize student outcomes with every ringgit spent. This means that programmes implemented should be worth the expenditure and in return, they are expected to produce favourable outcomes across the curriculum, including academic, co-curriculum and other educational initiatives under the purview of the Ministry of Education Malaysia.

Student achievement is emphasized in the National Education Blueprint 2013-2025. Although there are other factors in measuring quality, the Preliminary Report of the Malaysian Education Blueprint 2013-2025 (2012) admits that intellectual dimension is largely focused on with the advantage of available and measureable data. Among the assessments carried out by the Ministry of Education are national public examinations, namely Ujian Penilaian Sekolah Rendah (UPSR), Pentaksiran

Tingkatan Tiga (PT3), Sijil Pelajaran Malaysia (SPM) and Sijil Tinggi Pelajaran Malaysia (STPM). The Malaysian National Education Blueprint Annual Report (2013) claims that since 2013, the national public examinations are at satisfactory levels and the growing number of excellent grades have been noted. Student outcome is measured using standardized assessment and this directly refers to students' academic achievement. School performances, on the other hand, are based on a system of bands and ranking, ranging from Band 1 to 7, with the lowest band as high performing and the highest being the lowest performing school.

The interest in striving towards excellence through exploring measureable means of data is undeniably emphasized. Ang and Balasandran (2009) point out that student output is a reflection of effective schools and leadership. One of the few indicators is student achievement. Moreover, achievement in national public examinations has always been a point of reference and comparison for quality and quantity. Although attempts have been made to lessen the perception of examination-oriented schooling system, assessment is still emphasized and remains a strong focus for measuring quality and excellence.

Ang and Balasandran (2009) elaborate that the success of a school is usually seen from its average grade known as *Gred Purata Sekolah (GPS)* or percentage of passing rates in public examinations. There is a need to enhance the value of education and making it relevant and on par with the rest of the world. Therefore, practical initiatives are sought to help raise the quality and standard of education. This task can be tapped on especially with reference to student achievement, a possible area for further review or alternative undertakings. Moreover, proper assessment which yields reliable results can be a point of reference for schools to review current teaching and learning practices.

The importance of student academic achievement is further emphasized with the introduction of Sistem Analisis Peperiksaan Sekolah (SAPS) under the Ministry of Education Malaysia. It is a system that records students' achievement in examinations. The data stored in a standardized system helps track and assess pupils' performance both in the primary and secondary schools. Teachers are required to

submit students' examination scores online and the results are thereafter accessible by parents. SAPS falls under the national key results area (NKRA) in the education sector. There are four areas which have been the focus and these include pre-school, literacy and numeracy, high performance school and new deals for school leaders (Bahagian Pengurusan Maklumat, 2012). Jamelaa and Jainabee (2012) also mention that SAPS, a system which emphasizes on student headcount is used to monitor students' achievement for each school and instructional leaders adopt an examination of data as part of their instructional leadership commitment.

Students' academic achievement in the Federal Territory of Labuan is given a focus in this study due to its low academic performance in Sijil Pelajaran Malaysia (SPM) examination in the year 2015, having a drop of 9.7% overall, the highest in numbers compared to all states in Malaysia.

School summative assessment is used in this study as the results obtained are scores gathered based on the full academic year which is assessed at year end. Considering also that students' scores for every summative assessment are recorded in the Sistem Analisis Peperiksaan Sekolah (SAPS), this study looks at and attempts to compare students' summative achievement in the previous and current academic year for both primary and secondary schools. Not only the information is correct and updated for every academic term, SAPS offers readily available information from previous years to as of today. Students' marks for every subject are final.

1.2.2 Headcount Programme

Among the many yardsticks of student achievement, the common indicator of success of a school through its subject panel and work of the teachers is the ability to achieve its students' academic target. This is due to the reason that subject panels are established in schools to improve students' achievement in exams, be it school or public examinations, in their respective subjects based on performance and target projected in the school academic plan. Hence, the teaching process becomes very vital in supporting academic performance.