

The Effectiveness of Teacher Leadership and Students Involvement in Co-Curricular Activities in Malaysia Secondary School

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Abstract:

This paper aimed to identify the effectiveness of teacher leadership and student's commitment with their involvement towards co-curricular activities in developing the soft skills among the Malaysian secondary school students. This study uses a quantitative approach in cross-sectional survey. The population of this study are the secondary school students from two states in Malaysia. The stratified random sampling is used to select 500 samples from the research population. The instruments used in this research are Organizational Commitment Questionnaire (OCQ) Mowday, Steers & Porter, Leadership Practices Inventory (LPI) (Kouzes & Posner), and Soft Skills adopted by Razzaly Wahid et al.. This result of this study shows that there is a significant and positive relationship between teacher's leadership, student's commitment and involvement with co-curricular activities, and student's soft skills. Thus, the school leadership should play an important role in enhancing the involvement of the school co-curriculum activities to enhance the student's soft skills. In addition, the school leadership should also look into the two important indicators which is

the effectiveness of the leadership practice and the commitment of the students's involvement as the outcome enshrined in the National Education Philosophy.

Keywords: *teacher leadership, student's commitment and involvement; co-curricular activities; student's soft skills; Malaysian secondary school.*

A. Introduction

Academic and co-curriculum excellence in schools solely rest on the leadership of the principals and the teachers. The glory of the administrative system in every school relies on the quality of the facilities provided by the school, its curriculum, co-curriculum, quality teaching, leadership and the skills the teachers possess. According to Chen, an effective school ultimately rely on its leadership.¹ He also mentioned that an efficient and effective leadership will enhance the progress and glory of the school organisation. This is because the behaviour and leadership styles practiced by the school teachers influence the surroundings, commitment, involvement and motivates the students. Dato' Abdul Shukur Abdullah, the former Malaysia Education Secretary General said that every school principals and teachers should conduct a strategy to make their schools effective dan quality with the hope to produce quality students whom are excellent not only with their academics but in their co-curriculum as well. In addition to possess various skills other than having a good personality.

Broh found a positive relationship between the involvement of the co-curriculum activities and academic achievements.² Meanwhile, Darling et al. found out that students who took part in co-curriculum activities obtained a better grade compared to those who did not involve with co-curriculum activities.³ Mahoney et al. claimed that there is a positif relationship between

¹ F. F Chen, "Sensitivity of goodness of fit indices to lack of measurement invariance. *Structural Equation Modeling*, 14, 464-504." 14 (2007): 464–504.

² B. A. Broh, "Linking extracurricular programming to academic achievement: Who benefits and why? [Electronic version]," *Sociology of Education* 75 (2002): 69–96.

³ N Darling, L. L. Caldwell, dan R Smith, "Participation in school-based extracurricular activities and adolescent adjustment [Electronic version]," *Journal of Leisure Research* 37 (2005): 51–57.

co-curriculum activities and student's personality.⁴ Students who involved actively in co-curriculum activities possessed a better concentration in their studies and have high aspiration. Hollway in his research found out that the effects of co-curriculum towards the student's motivation are also very positive. Bauer and Liang added that positive effects such as critical in thinking, social maturity and personality are gained as a result of their commitment and involvement with the co-curriculum activities.⁵ Kamarudin Kasim in his research also shows that students who involve actively in co-curriculum activities are born to be a leader and possess a drive to take challenges.⁶

B. Literature Review

1. Teacher Leadership and Building Human Capital

In preparing the country's future leaders, the National Education Policy strives to build generations whom are pro-active, genius, dynamic and visionary. Thus the government has set up an important body better known as *Gerak Kerja Kokurikulum* (GERKO). In achieving the goals, the school administration, and the leadership of the teachers should ensure the total commitment and involvement of the students in the co-curriculum activities (Mohanaraju Annamalai, Ahmad Tajuddin Othman & Abdul Ghani Kanesan Abdullah,).⁷ Students are an important asset in an educational institution. The ability of a student in an educational institution to act wisely will provide a right image to the public. According to Drum, the development process of a student involves a behaviour of an individual changing to more complex is due to the enhancement of maturity in life. Thus, we can see that an active student be it in an academic society, social, religion or sports features better in the public or when they pursue their studies at the university. Kamarudin

⁴ J. L. Mahoney, B. D. Cairns, dan T. W. Farmer, "Promoting interpersonal competence and educational success through extracurricular activity participation," *Journal of Educational Psychology* 95, no. 2 (2003): 409–18.

⁵ K. W. Bauer dan Q Liang, "The Effect of Personality and Precollege Characteristics on First Year Activities and Academic Performance.," *Journal of College Student Development*, 2003.

⁶ Kasim Kamarudin, "Kamarudin Kasim (2014). Penerapan Kemahiran Insaniah Modul Pengajaran Kokurikulum oleh Pusat Kokurikulum Universiti Teknologi Malaysia. *Journal Pendidikan dan Kaunseling. Persatuan Kaunselor Profesional Berdaftar Malaysia*. Jilid 1. Bil. 1. Disember 2014.," *Journal Pendidikan dan Kaunseling. Persatuan Kaunselor Profesional Berdaftar Malaysia* 1, no. 1 (2014).

⁷ Mohanaraju Annamalai, Ahmad Tajuddin Othman, dan Abdul Ghani Kanesan Abdullah, "Pengaruh Sokongan Keluarga Dalam Penglibatan Kokurikulum Sekolah Terhadap Pencapaian Kemahiran Insaniah Murid.," *IPG Kampus Pulau Pinang: USM*, 2012. *Borneo International Journal of Islamic Studies*, 1(2), 2019

Kasim in his study also indicates that students who are active in the co-curriculum activities while in schools are proactive and extrovert students.⁸ According to Abu Bakar Nordin and Ikhsan Othman in Malaysia, the awareness on the importance in preparing a responsible younger generation have long been in existence and actualised through efforts which are made at every levels. These efforts are conducted from the schools up to the university level.⁹ They nurture students personality and behaviour through the co-curriculum activities. Unfortunately, many students believed that getting involve with the co-curriculum activities are considered as waste of time. Thus it is not a surprise to see only a handful of students are involved compared to the numbers of students enrollment in the school.

According to Mashitah , there are also a number of students who actively involve with a sport incline co-curriculum activities are not interested with the activities such as the uniform body nor academic clubs.¹⁰ According to Adnan Khamis, eventhough the contribution of co-curriculum is known, its concept is still unclear and less understood by the teachers, parents and the students themselves.¹¹ As such, co-curriculum is perceived as an ordinary outdoor activities and thus its implementation is taken lightly. Research by Mohd Suzli indicates that there are students who did not involve with the co-curriculum activities because they are forced to help their parents at home or for some other reasons.¹² Thus the objectives of the co-curriculum itself is difficult to achieve with all the soft skills applied in it. Therefore, there is a need for the study on how far is the importance of the teachers' leadership and the students' commitment and involvement towards the activities of co-curriculum and its impact in building students soft skills.

⁸ Kamarudin, "Kamarudin Kasim (2014). Penerapan Kemahiran Insaniah Modul Pengajaran Kokurikulum oleh Pusat Kokurikulum Universiti Teknologi Malaysia. Journal Pendidikan dan Kaunseling. Persatuan Kaunselor Profesional Berdaftar Malaysia. Jilid 1. Bil. 1. Disember 2014."

⁹ Abu Bakar Nordin dan Ikhsan Othman, *Falsafah Pendidikan dan Kurikulum* (Tanjung Malim: Quantum Books, 2003).

¹⁰ Mashitah Ghazali, "Kegiatan Kokurikulum Di Sekolah Membantu Membina Daya Kepimpinan Di Kalangan Pelajar Menengah Atas Kolej Sultan Abdul Hamid" (Universiti Utara Malaysia, 1995).

¹¹ Adnan Khamis, "Sikap Pelajar Terhadap Kegiatan Kokurikulum Pergerakan Beruniform.," *Bangi : UKM*, 1989.

¹² Mohd Suzli Abdullah, "Permasalahan Aktiviti Kokurikulum Sekolah-Sekolah Menengah Agama Yayasan Islam Kelantan Di Daerah Pasir Mas," *Universiti Utara Malaysia*, 1997.

2. Co-curriculum Activities

Co-curriculum activities is defined as a program or an outdoor activity supervised by the schools and the learning process which relates to the curriculum and personal grooming are made available.¹³ Co-curriculum also widely known as an extra curriculum, learning outside the class or as an additional class activities. This however contradicts with the design of the co-curriculum which is to increase the student's formal learning, encouraging unification, knowledge and skills usage through the designed activities which is focus on career orientation. *Gerak Kerja Kokurikulum* (GERKO) is part of a formal curriculum which involves all clubs, societies, sports and games, uniform body activities held outside school hours. These activities did not include within the normal school learning hours. Co-curriculum is a varieties of activities conducted outside the normal school syllabus and the students involvement are in accordance to their interest.¹⁴ According to Dato' Abdul Rahman the new emphasis on GERKO by the Ministry of Education Malaysia, to all schools is suitable to the current country's education system needs. The Cabinet Committee Report in 1979 indicates that all students are encouraged to take part actively in the co-curriculum activities. Every student are required to join either one uniform body, one sports and games activities, or a club or soceity in the school. Sofian Omar Fauzee, Aminuddin Yusof and Borhan Yusof reckon that co-curriculum is a compliment towards the curriculum where it provides varities of chances for the students to gain, measure and practice the skills and values they learned in class.¹⁵

In the Malaysian educational system, co-curriculum is the supplement to curriculum. Co-curriculum and curriculum constitute two systems that generate a balanced human resource in a form of physical, emotion, spiritual and intellectual. Thus the co-curriculum activities are referred as activities which are educational in nature and also as a part of experiential learning.

¹³ Rahil Mahyudin, "Psikologi Pembelajaran," Kuala Lumpur : Dewan Bahasa dan Pustaka (2012).

¹⁴ Lokman Mohd Tahir, "Penilaian pembelajaran peserta program kelayakan profesional kepengetuaan kebangsaan.," *Jurnal Pendidikan Malaysia* 35, no. 1 (67-75).

¹⁵ Sofian Omar Fauzee, Yusof Aminuddin, dan Borhan Yusof, "Kokurikulum, Peranan, Dan Implikasi.," *Kuala Lumpur: Utusan Publications & Distributors*, 2001. *Borneo International Journal of Islamic Studies*, 1(2), 2019

Such activities can be held either in the classroom or outside the classroom like the clubs, societies, sports and games and uniform body.¹⁶

Co-curriculum is seen as an activity that provides a positive towards the student's personality as a leader.¹⁷ Mohd Lotpi Razali discovers that many believes co-curriculum activities are capable to mold a positive personality towards the students.¹⁸ However, not many individuals are brave enough to come forth to prove this. According to the research conducted by Mohd Zuki Pileh which investigates the contribution of GERKO towards the building of the students' personality, these activities are assessed under the Islamic perspectives and the findings indicates that GERKO have a place in accordance to the Malaysian Educational System.¹⁹ These findings are expected because the activities conducted evidently have the significant on its own in expanding the students' potential as a whole, be it terms of intellect, physical, emotion and spiritual.

Adnan Khamis research indicates that the students' involvement in the co-curriculum activities in general will help to achieve the objectives of the current education system to produce a balanced, harmonised and energetic students in every aspects.²⁰ Student who involve in these activities have shown a positive attitude, a high fighting spirit and able to overcome academics challenges. Hamidah also discovers that co-curriculum is an activity that have a relationship between the curriculum subjects.²¹ Those activities meant are clubs and societies activities, uniform body and spots and games. Their involvement enable to train them to be a resposable,

¹⁶ Lokman Bin Mohd Tahir dan Osmayati Othman, "Keperluan Aktiviti Kokurikulum (Beruniform) Kepada Pelajar Tingkatan Empat di Sekolah Menengah Kebangsaan di Daerah Langkawi.," *Skudai: UTM*, 2007.

¹⁷ Ghazali, "Kegiatan Kokurikulum Di Sekolah Membantu Membina Daya Kepimpinan Di Kalangan Pelajar Menengah Atas Kolej Sultan Abdul Hamid."

¹⁸ Mohd Lotpi Razali, "Kesan Aktiviti Kokurikulum Ke Atas Peribadi Pelajar: Satu Kajian Di Sekolah Menengah Daerah Larut, Matang Dan Selama, Perak" (Universiti Utara Malaysia, 1997).

¹⁹ Mohd Zuki Pileh, "Gerakerja Kokurikulum (Gerko) di Sek.Men Datuk Undang Abdul Manap, Johol, N.Sembilan : Sumbangannya Ke Arah Pembentukan Personaliti Pelajar Yang Ideal : Satu Analisa Menurut Perspektif Islam" (Universiti Kebangsaan Malaysia, 1995).

²⁰ Khamis, "Sikap Pelajar Terhadap Kegiatan Kokurikulum Pergerakan Beruniform."

²¹ Hamidah Abdul Karim, "Penglibatan Pelajar Islam Dalam Kegiatan Kokurikulum Dan Sumbangannya Ke Arah Pencapaian Akademik : Satu Tinjauan di Sekolah Menengah Subang Jaya, Selangor Darul Ehsan." (Universiti Teknoogi Malaysia, 1999).

independent, dicipline and skillful in the area that they are involved. Azizah Nordin in her research on the importance of co-curriculum found out that:

- i) Co-curriculum helps to nuture team spirit, goodwill and tolerance among student.
- ii) Co-curriculum helps to gouge and expand the student's talent in the area they are interested.
- iii) Co-curriculum trains students to work as a team and coporate with each other and this will provide them to a comunal lifestyle.
- iv) Co-curriculum involves an informal learning whereby student's mixed and interacts with the community.
- v) Co-curriculum helps and builds to expand the students creative thinking.
- vi) Co-curriculum bring forth students that are bright in their studies and also in sports and games.
- vii) Co-curriculum provides exposures to administratin the clubs nad societies and nurture leadership attitudes and sense of responsibilities in trusts.
- viii) Co-curriculum diciplined the students through the rules and regulations of the clubs and societies which they have to comply.

Mashitah conducted a study on 200 students who involve with the co-curriculum activities. The findings claerly indicate that there are a difference in the students commitment for the affective and normative category.²² The affective students are seen to be more able to nurture and build their leadership ability. Thus it is not strange when Abu Bakar Nordin and Ikhsan Othman claim that the awareness on the importance to prepare the younger generations with the sense of having a responsible behaviour have long existed in Malaysia and have been made into realiasation through various efforts in every quarters.²³

3. Soft Skills

Soft skills are also known as employability skills, soft skill, demonstrated skills and in all kinds of terminology. However, the true meaning of soft skills refers to the ability of a student mastering those skills which is a non academic in character, but more focus on the development of personality, personal grooming and humanistic. Although there is no specific skills lists

²² Ghazali, "Kegiatan Kokurikulum Di Sekolah Membantu Membina Daya Kepimpinan Di Kalangan Pelajar Menengah Atas Kolej Sultan Abdul Hamid."

²³ Bakar Nordin dan Othman, *Falsafah Pendidikan dan Kurikulum*.

on the generic skills, but mostly they are the skills that are link to a higher personality traits such as leadership ability, ability to work in groups or a team player, the terminology mostly used in the job advertisements in the private sector, corporate, ability to communicate effectively and life long learning.

Soft skills are among the elements identified and critically important in the job world and is global in nature with the fast changing world and technological development. Thus, students and university graduates should be able to evaluate its need in fulfilling and work force needs which is at present, very challenging. Soft skills cover all aspects of generic skills which involves with the cognitive elements related to non academic skills such as positive values, leadership, team work, communication and life long learning.²⁴ The students naturalness that is formed through the surroundings experience will make them able to cultivate a good generic attributes and making them more competitive and smart. According to Mohd Salleh et al., soft skills are skills that every people should possess and the ability to function effectively at work.²⁵ These skills expand through the natural process such as growth, maturity and aging (Megat Zakaria Megat Aman Zahiri).²⁶

PBP theory Kolb and Fry claim that the learning process is based on individual experience which the individual will have to go through four cycles; that are concrete experience, observation and reflection, the formation of abstract concept and testing in new situations. Therefore the achievement level of soft skills that every student possesses should be measured and assessed in order to see the effectiveness of the curriculum and co-curriculum which is implemented in schools.²⁷ This is because findings show that among the factors in the decline of the quality of the students today is because of the lack of domination of the generic skills.²⁸ The main purpose of this paper is to discuss the effectiveness of teacher's leadership and students commitment in co-curriculum activities in the process to build soft skills in secondary schools in Malaysia.

²⁴ Asli Yulpisman, "Modul Pembangunan Kemahiran Insaniah," 2006, <http://blis.bernama.com/mainHome>.

²⁵ Mohd Salleh Abu dkk., "Penguasaan Kemahiran Insaniah Dalam Kalangan Guru Pelatih Fakulti Pendidikan UTM," *Fakulti Pendidikan, UTM*, 2010.

²⁶ Megat Zakaria Megat Aman Zahiri, "Hubungan Antara Kemahiran Generik Dengan Jantina, Pengkhususan Dan Pencapaian Guru-Guru Pelatih," *UTM: Satu Tinjauan*, 2007.

²⁷ M. Z. Shahrom dkk., "Penilaian Kemahiran Insaniah dalam Kursus Sistem Bioreaktor KW4113.," (2007).

²⁸ Yulpisman, "Modul Pembangunan Kemahiran Insaniah."

C. Research Methods

This is a descriptive study involving the collection of quantitative data for the purposes of examining the true picture of students' level of commitment and involvement in extracurricular activities as well as teacher leadership at secondary schools in two northern states of Peninsular Malaysia, and also the effectiveness of co-curricular activities in the formation of soft skills. The study sample consisted of 500 students from secondary schools in Malaysia. Given the large size of population, the simple random sampling method was used.

Overall, the instrument used to measure the variables of the study is the Organizational Commitment Questionnaire (OCQ) by Mowday, Steers and Porter, namely to measure the students' level of commitment to their involvement and engagement towards extracurricular activities.²⁹ Leadership Practice Inventory (LPI) Questionnaires were used to measure teacher leadership practices while Soft Skills Questionnaire (KI) was used to assess the level of students' soft skills.³⁰

D. Findings

1. Relationship Between Teacher Leadership to Commitment and Involvement in Co-Curricular Activities

In order to test the relationship between teachers' commitment, leadership involvement in extra-curricular activities, a correlation test is performed. Table 1.0 shows the relationship between commitment to student involvement in extracurricular activities and leadership teacher at secondary schools in Malaysia. In keseluruhannya, the findings show the existence of a significant and positive relationship between commitment to student involvement in extracurricular activities and teacher leadership ($r = 0.643$; $p < 0.05$).

²⁹ R. T. Mowday, R. W. Steers, dan L.W. Porter, "The Measurement of Organizational Commitment.," *Journal of Vocational Behaviour* 14, no. 2 (1979): 24–247.

³⁰ Razzaly Wahid dkk., "Penilaian dan Penarafan Kemahiran Insaniah di Kalangan Pelajar" (UPM, 2006).

Table 1.0 : Correlation between Teacher Leadership Dimensions and Students' Commitment and Engagement Dimensions

Students' Commitment & Engagement	Teacher Leadership					
	MC	MPV	MP	MOLB	MG	Teacher Leadership
Affective	0.662**	0.654**	0.666**	0.651**	0.674**	0.653**
Normative	0.656**	0.644**	0.645**	0.642**	0.674**	0.652**
Continuous Students Commitment & Engagement	0.641**	0.617**	0.580**	0.621**	0.663**	0.624**
	0.653**	0.639**	0.630**	0.638**	0.669**	0.643**

**p < 0.01; *p < 0.05

Results of the correlation tests as found in Table 1.0 indicates that the leadership by example dimension, namely (MC) (r = 0.653; p < 0.05); the dimension of inspiring a shared vision (MPV) (r = 0.639; p < 0.05); challenging of the process (MP) (r = 0.630; p < 0.05); dimension of allowing of others to act (MOLB) (r = 0.638; p < 0.05). Additionally, the offering encouragement dimension (MG) (r = 0.669; p < 0.05) also indicates a significant and strong correlation with students level of commitment towards their engagement in Malaysian secondary schools.

Furthermore, in order to look for a more thorough perspective into the relationship between students' level of commitment and engagement within co-curricular activities to that of teacher leadership, the findings in Table 1.0 indicates a strong and significant relationship between the two. This can be seen through affective dimensions relationship with leading by example (MC) (r = 0.662; p < 0.05); inspiring a shared vision (MPV) (r = 0.654; p < 0.05); challenging of the process dimension (MP) (r = 0.666; p < 0.05); allowing others to act (MOLB) (r = 0.651; p < 0.05) and also the dimension of offering encouragement(MG) (r = 0.674; p < 0.05). Similarly, the relations between normation dimensions to leading by example (r = 0.656; p < 0.05); inspiring a shared vision (r = 0.644; p < 0.05); challenging the process (r = 0.645; p < 0.05); allowing others to act (r = 0.642; p < 0.05) and offering encouragement (r = 0.674; p < 0.05). With regards to their relationship with the dimension of continuity, the leading by examplespect (r = 0.641; p < 0.05); inspiring a shared vision (r = 0.617; p < 0.05); challenging the process (r = 0.580; p < 0.05); allowing others to act (r = 0.621; p < 0.05) and offering encouragement (r = 0.663; p < 0.05), of which all indicate a strong and

significant relationship with students' level of commitment towards their engagement with co-curricular activities with dimensions of teacher leadership in schools within Kedah dan Perlis.

2. Relationship between Students' Commitment and Engagement to Co-Curricular Activities and Soft Skills

Table 1.2: Correlation between Students' Commitment and Engagement to Soft Skills

Commitment Dimensions	Soft Skills
Commitment	0.814**
Affective	0.819**
Normative	0.804**
Continuous	0.798**

**p < 0.01; *p < 0.05

In order to examine the impact of students' level of commitment towards their involvement to soft skills, a correlation test was conducted. Overall, the results in Table 1.2 shows that there exists a significant correlation between level of commitment and the strong involvement of students with soft skills ($r = 0.814 < 0.05$) among secondary school students in the state of Kedah and Perlis. The same is also visibly seen by the existence of a significant and strong correlation between soft skills and affective dimension ($r = 0,819$; $p < 0.05$); normative dimension ($r = 0,804$; $p < 0.05$) and constant dimension ($r = 0.798$; $p < 0.05$).

3. Relationship between Teacher Leadership and Students' Soft Skills

Table 1.3 : Correlation between Teacher Leadership and Students' Soft Skills

Dimensions	Soft Skills
Teacher Leadership	0.821**
Leading by Example	0.821**
Inspired Shared Vision	0.818**
Challenging the Process	0.822**
Allowing for others to Act	0.823**
Offering Encouragement	0.825**

**p < 0.01; *p < 0.05

Furthermore, in examining the impact of teacher leadership against soft skills, a correlation test was also performed which includes all five dimensions of teacher leadership. The results in Table 1.3 fully demonstrates

that the teachers' level of leadership as having a strong relationship with the soft skills of students with analytical findings of ($r = 0.821$; $p < 0.05$). As for the relationship between the dimensions of teacher leadership and soft skills dimension, the aspect of offering encouragement was found to have a very strong relationship with students' soft skills, with a correlation coefficient of ($r = 0.825$; $p < 0.05$). This was followed by the dimension of allowing or enabling others to act ($r = 0.823$; $p < 0.05$), the dimensions of challenge the process ($r = 0.822$; $p < 0.05$), leading by example dimension ($r = 0.821$; $p < 0.05$) and the last dimension being inspiring a shared vision ($r = 0.818$; $p < 0.05$), wherein all of whom reflect a significant and strong correlation to soft skills.

E. Discussion

In general, the findings show the importance of students' commitment-level towards their involvement in extra-curricular activities towards improving the soft skills of students across secondary schools in Malaysia. The same was found to be applicable for all dimensions of students' engagement, i.e. affective commitment, normative, and continuous. This proves that the commitment-level of student involvement in extracurricular activities is an important element towards the development of soft skills among secondary school students in Malaysia.

The study's findings indirectly support the findings of Rohanida and Mohd Sofian³¹, Mohd. Hamidi³², and Habusta Bergin,³³ as well as Esa, Abd. Hadi and Mohd Salleh³⁴, which generally found that there is a significant and positive relationship between the level of students' commitment in their involvement in extracurricular activities or activities that are similar to the formation of soft skills. However, it must be stated that these findings are not consistent with the findings of Hanum, Razli and Azuddin, which found no significant relationship between students' level of commitment and involvement in extra-curricular activities to students' soft skills improvement.

³¹ Omar Fauzee, Aminuddin, dan Yusof, "Kokurikulum, Peranan, Dan Implikasi."

³² Mohd Hamidi Abdul Hamid, "Pengurusan Sekolah Cemerlang Menurut Islam," *Maran: Perniagaan Qomarul Roihan*, 2002.

³³ D. A. Bergin dan S. F. Habusta, "Goal Orientations Of Young Male Ice Hockey Players And Their Parents," *Journal Of Genetic Psychology* 165 (2004): 383-397.

³⁴ Esa A., Abd Hadi M. Y, dan Mohd Salleh B., "Peranan Ko-Kurikulum Di Politeknik Dalam Memenuhi Keperluan Pihak Industri Di Malaysia" (Persidangan Pengajaran dan Pembelajaran di Peringkat Pengajian Tinggi 2007, Hotel Palace of the Golden Horses, Seri Kembangan, Selangor., t.t.).

Guided by the PBP model Kolb, it was observed that the findings of this study emphasize the importance of students' commitment-level - with regards to their of student involvement in extra-curricular activities - as through extra-curricular activities, students will be exposed to the real experience and practices, not only just the theoretical aspects, of which the latter is oft-used as a form of teaching in classrooms. In this instance, the student will go through the process of observation and reflection for each of the activities carried out either through cadet or uniform associations, clubs, or even sports and games involving him or her. Next, there will be the formation of abstract concepts in which the said student will understand the general principle, which allows him or her to see the correlation between the acts done to the subsequent effects, all within the scope of which had been identified, thus giving more choices for generalisations in various differing situations. After that, these students will be able to try and implement what they have learned in new situations. Thus, in order to produce quality students, it is necessary for students to master the aspect of soft skills,³⁵ and for this, an affective commitment-level pertaining to their involvement in co-curricular activities are needed to develop these skills.

The study also showed the importance of teacher leadership in influencing the soft skills' development of students in Malaysian secondary schools. The increase in the level of *Distributive leaderships* practiced by teachers is found to have improve the soft skills of students. This phenomenon is also found to be applicable for all teachers' *Distributive leadership* dimension, from leading by example, to inspiring a shared vision, challenging of the process, enabling others to act, and giving encouragement. This shows that the elements of teacher leadership is an important element in helping to establish the soft skills of students in secondary schools in Kedah and Perlis.

The results of this study are consistent with the findings of Grant et al.³⁶, Mulford³⁷, Abu Bakr and Ikhsan, Foster & St Hilaire³⁸ and Amir Azros³⁹, of which all generally found that there is a significant and positive relationship

³⁵ Yulpisman, "Modul Pembangunan Kemahiran Insaniah."

³⁶ C. Grant dkk., "Teacher Leadership: A Survey Analysis Of Kwazulu-Natal Teachers' Perceptions," *South African Journal Of Education* 30 (2010): 401–19.

³⁷ B Mulford, "The leadership challenge: Improving learning in schools.," *Australia: University of Tasmania.*, 2008.

³⁸ R. Foster dan B. St Hilaire, "The Who, How, Why, And What Of Leadership In Secondary School Improvement: Lessons Learned In England" 50, no. 4 (2004): 354.

³⁹ Amir Azros, "Kepentingan Elemen Kemahiran Insaniah Dan Peranan Guru Dalam Memupuk Kemahiran Insaniah Pelajar," *Perak: UPSI*, 2009.

between the practical *Distributive leadership* practices of the teachers to the formation of students' soft skills. However, these findings contradict the results of a study by Grant⁴⁰, which had found no significant correlation between *Distributive leadership* practices of the teacher with soft skills development.

This study shows the contribution of teacher leadership in shaping students' soft skills. Based on the Distributive Leadership Theory by Kouzes & Posner, leadership practices showcase a model behaviour, inspiring of a shared vision, challenging the process, enabling others to act, and also to encourage others; of which all should be possessed by teachers in order to facilitate the process of developing students' soft skills.⁴¹ The findings of this study has also proved that the practice of offering encouragement, enabling others to act and challenging the process as having a very strong relationship to the formation of students' soft skills. Thus, as emphasized by Spillane,⁴² it should be made aware that teachers are responsible towards leading the students, and an attentive teacher will ensure that the students' respect for them will always be there, thus raising the credibility of his or her leadership within the school organisation.

F. Conclusion

The results of this study suggest that teachers' Distributive leadership and commitment to students involvement in extra-curricular activities play an important role in shaping students' soft skills. The importance of this role can be seen by the relationship between teacher leadership practices to the variable of the students' involvement and commitment in extra-curricular activities. Similarly, students' commitment towards their involvement in extra-curricular activities play an important role through its association to soft skills.

This can be seen from the aspect and importance of teachers' *Distributive leadership* practices and students' commitment towards their involvement in extracurricular activities to develop soft skills, especially for a generation who will lead the country later on. Overall, the results show that students'

⁴⁰ C. Grant, "We Did Not Put Our Pieces Together: Exploring A Professional Development Initiative Through A Distributed Leadership Lens," *Journal of Education* 44 (2008): 85–107.

⁴¹ JM Kouzes dan BZ Posner, "The Leadership Challenge: How To Keep Getting Extraordinary Things Done In Organisations," *San Francisco: Jossey Bass.*, 1995.

⁴² J.P Spillane, "Distributed Leadership.," *London: Jossey-Bass.*, 2006.

commitment-level in involving with extra-curricular school activities play an important role towards improving their soft skills. The effectiveness of the curriculum also serve as the pillars that support the successes of a student. If one believes in the importance of achieving the goal of building high quality human capital, then the paradigm that should be emphasized in the present is the balance of students' achievement in academic and co-curricular activities. Therefore, school leaders need to examine every aspect of school trips with these two aspects, so as to create student outcomes that are in tandem with those stated in the National Education Philosophy.

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