

A CASE STUDY ON RETHINKING OUR PUBLIC SCHOOL EDUCATION: WHAT DO WE CHANGE?

Nor Izzuani binti Izhar¹
Nor Azilah binti Johari²
Noorhidayah binti Abu Hasim³
Abdul Muhaimin bin Abu Bakar⁴
Ida Yulia binti Masman⁵
Kolej Universiti Islam Melaka¹²³⁴
Sekolah Menengah Jenis Kebangsaan Yok Bin⁵

Abstract

This study aims to review the changes that have been made in public schools education as well as the teachers' perspectives on the changes. It is aimed to give an in-depth understanding of the changes made from the teachers' perspective as they are the executor of Malaysian education system and involve directly in this sector. This study involved five educators who are directly involved in education in public schools in Melaka, Malaysia. The data are collected through interview as the research tool. The results show that significant changes have been made especially after the recent change in government leadership in Malaysia. Therefore, the changes that have been implemented are expected to have a positive impact as well as improve quality education for future generations.

Keywords: public schools, changes, Malaysian education system, quality

TINJAUAN PENDIDIKAN SEKOLAH-SEKOLAH AWAM, APAKAH PERUBAHAN YANG TELAH DILAKUKAN? SATU KAJIAN KES

Abstrak

Kajian ini bertujuan untuk meninjau perubahan yang telah dilaksanakan dalam pendidikan di sekolah awam serta perspektif guru-guru tentang perubahan tersebut. Kajian ini bertujuan memberikan pemahaman yang lebih jelas akan perubahan yang dijalankan dari perspektif guru kerana mereka merupakan pelaksana sistem pendidikan Malaysia dan terlibat secara langsung di dalam sektor ini. Kajian ini melibatkan lima orang pendidik yang terlibat secara langsung dalam pendidikan di sekolah awam di Melaka, Malaysia; dengan menggunakan temubual sebagai alat kajian. Hasil kajian menunjukkan terdapat perubahan ketara yang telah dilaksanakan lebih-lebih lagi setelah perubahan tampuk pimpinan kerajaan yang baru di Malaysia. Justeru, perubahan yang telah dilaksanakan diharap agar dapat memberikan kesan yang positif sekaligus peningkatan pendidikan yang berkualiti untuk generasi masa hadapan.

Kata kunci: sekolah awam, perubahan, sistem pendidikan di Malaysia, quality

INTRODUCTION

Education, through the public school system, is an essential element of any nation in its quest for economic, political, and social development. The school system is not only meant to educate the public, it is also a channel for the people to gain values in buiding their identity and characters to develop themselves.

According to Jacobs and Toh-Heng (2013), the world has seen a worldwide paradigm shift, which has affected various perspectives of society over the centuries. Additionally, this worldview move remains ongoing, and its affect has shifted in various parts of the world. With the widespread technology and globalization nowadays human beings have to follow the rapid pace along with the latest technological advances. The national education system has undergone significant evolution in line with the development and capabilities of the nation.

21st Century learning is highly encouraged today in the Malaysian public education system. It is well known that there are two effects of implementing this system on classroom learning and teaching. The first benefit is that it will interest students to further explore their existing knowledge. This is different from the old education system that is more affiliated to textbooks alone. With this system students will be able to find information that will sharpen their thinking and enhance their existing knowledge. In fact, smart schools in Malaysia encouraged the use of ICT in teaching. As a result, students can explore more information using the internet and other printed materials. The Ministry of Education has provided the necessary infrastructure and facilities to ensure that the teaching and learning process runs smoothly. The students in the 21st century have grown up in a fast paced digital world, and easily tune out of the traditional lecture based classroom (Boholano, 2017). The advancement of the internet at the fingertips makes it easy for students to access a wide range of information only through the internet and the same learning environment in Malaysia.

In addition, the learning and teaching process will be more interesting as today's students are well prepared and well-informed. Learning will be more focused on students and teachers as facilitators. Information technology-based learning systems attract students to explore new information. Another positive effect of the teaching and learning process in the classroom is the continuous and systematic assignment of the task force to the teacher in the search for a variety of materials and to start teaching and learning. A student's readiness to begin the lesson well will enhance the motivation of the teacher to make teaching and learning work smoothly. Teachers need to practice cooperative techniques to facilitate students to discuss with each other on the topic. The teaching and learning process will be more structured and engaging. All students will learn and master the learning process.

Today's learners must engage actively and autonomously in the learning process (Bransford and Cocking, 2000). In the current education system, students are also exposed to various tasks. The structured assignments provided by the teacher will make it easier for students to focus on the teaching and learning process. This will make the students more independent and complete various tasks at the same time. They master skills, acquire knowledge and knowledge together as they complete a task. Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs and Whistler, 1997). In this context the teacher's role is to facilitate activities that will guide the learner into developing meaningful concepts (Peters and Stout, 2006 in Anagun 2018).

Structured management emphasizes on the adequacy of the teaching resources to ease and facilitate the teacher's role in the teaching and learning process. Students will also be more likely to receive effective teacher inputs. Teachers will also always provide the best input during this teaching and learning process. This can make the process work better. The next advantage of today's learning system is that all students regardless of their ability to learn according to their needs, abilities, and learning styles.

Therefore, this study attempts to give the researcher in-depth understanding of the public school education and what are the other changes implemented in Malaysian public school education system. The researchers attempt to gain insights from teachers who are directly involved in the public education system in Malaysia. Researchers also want to get feedback on the teachers' feedback on the changes. Are the changes being made that have a positive impact on the public education system

in Malaysia? The feedback will be gained from the probes of the research question. Therefore, there is a research question guided this research:

- 1) What are the changes implemented in Malaysian public school education system?

LITERATURE REVIEW

Education is one of the essential needs of a country as it is an aspired goal. Quality human resources can only be realized with quality education. Quality education is an education that can develop positive potential that is embedded in students. With quality education, education produces high potential young people who are willing to compete in the world community. Education is a systematic process to improve human dignity. The function of education for advancing children's human rights has acquired growing interest in regulations and studies, internationally and within nations (Brantefors & Quennerstedt, 2016).

Education can affect human development in all aspects of their personality, influence dynamically in preparing their life in the future, develop something they have the most potential, the development of individual potential highest in physical, intellectual, emotional, social and spiritual, according to the developmental stages and characteristics of the physical environment and the socio-cultural environment in which they live (Agus Taufiq, 2011). In fact, education will holistically develop a person in life. In addition, education plays an essential role in attaining quality of life because education is one of the most crucial signs of the quality of human lifestyles (Thomas, 2016). Education has a close relationship with knowledge, and knowledge is recognized as an 'end result' element (McCowan, 2010). Education enables individuals to build their level of self-esteem to deal with their world, experience the benefits that they have got of their surroundings and apprehend themselves. Individuals with high degrees of education have a tendency to experience low levels of physical disturbance and pressure. An excellent standard of living offers an individual a direction to self-improvement, relying on how the knowledge is structured and invested in education.

Education Changes in Malaysia

In creating a future leader, education plays an important role for a country. Besides economics growth, education is also a key for a country become well known as a developed nation especially education helps in fulfilling Vision 2020 aimed by the current Prime Minister Tun Dr Mahathir Mohamad. With better knowledge and better education system, a country can become strong in any field it desire. As stated by Molly (1999), the education system has an important role to play in supplying human resources for economic growth. Therefore, for any changes in education it is important to be discuss and analyse in order to avoid misunderstanding. In addition, to avoid problems in the future, people who are in charge in this field need to have knowledge and responsible for handling pupils and teachers.

Malaysian education system provides 11 years of basic education; 6 years of primary education, and 5 years of secondary education. In Malaysia the National Philosophy of Education (NPE) was formulated in 1988 as the philosophical guide used to all educational activities in Malaysia. According to Chang and et al. (2018) the NPE reads:

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large (MOE, 2008, p. ix).

In Malaysia NPE is used as one of the based in the educational plans. Besides the NPE, over the past years, there have been many reports, policies and legislations that shaped the Malaysian educational system (Chang and et al., 2018). Among the notable ones include: the Barnes Report (1951); Fenn-Wu Report (1951); Razak Report (1956); Rahman Talib Report (1960); Education Act

1961 (and subsequent revisions); Universities and University Colleges Act 1971; the New Economic Policy (1971); and Private Higher Education Institutions Act 1996 (Act 555). Over the period of independence, education has been systematically assimilated, by stages, with government's emerging goals of national development (Martin, 1977). Education field require many planning and future studies in order to produce a good education system. Furthermore, Martin (1977) suggested Malaysia to improve its effectiveness at both the policy formulation and the implementation levels.

The Ministry of Education have launched the Malaysia Education Blueprint 2013-2025 (MEB). The MEB plan covers education from pre-school to post-secondary school. There are five system aspirations – access, quality, equity, unity and efficiency – and six student aspirations – knowledge, bilingual proficiency, thinking skill, ethics and spirituality, leadership skill and national identity (Chang and et.al., 2018). With the new transformation in the education system, Malaysian citizens will able to develop new pool of knowledge and create Malaysia as a developed country as in the Vision 2020.

Teacher's Role in Education

In schools, teacher plays an important role which is to conduct classes and run activities assigned by the ministry of education. Students spend more time with teachers, where they also act as role model that student teacher can observe and imitate (Lunenberg et. al, 2007). The role of a teacher are not only stricted in teaching students but they are also needed in making improvements. Different country will used different approaches or method in educating students. For example in a war zone country schools does not have a beautiful environment where they can learn properly. Instead, the classes are built from torn over buildings. Therefore, it is not weird to see differences between countries, systems and contexts in the education systems throughout the world (Mourshed et al., 2010). It is easy to adapt something that have been created, however in applying certain research need to be taken because when applying to a different environment may cause problems. Therefore, a positive relationship between school leadership and organizational performance (Coelli & Green, 2012) is needed in order to make the process of changes become smoothly and organized.

As stated by Sadler (1964), “things outside the school matter more than the things inside” shows that higher authorities have the control to make changes to the school where else the schools need to accept and implement to what have been planned by them. Studies from Uiboleht et. al (2016) shows that teacher's methods to teaching vary between different contexts. However, in making or suggesting new plan Lee et al., (2014) appoint without becoming significant to the underlying contexts, any policy undertakings will unable to succeed or constant. Without a concrete support from the schools towards the policy making, all plan suggested will certain to be fail. This is because when teachers are busy making their research work as priority, teaching tasks will be abandon (Geschwind & Brostrom, 2015). Involvement from everyone in the education field plays an important role in order to make schools a better education institute.

METHODOLOGY

Basically this study is an attempt to explore the views on public school education in Malaysia. As it is to answer what are the changes implemented and things that have no changes in Malaysian public school education system, a case study is an appropriate mode because it allows the researcher with the responsibility of conducting an in-depth analysis of a case. Merriam claimed that a case study is an in-depth description and analysis of a bounded system. A bounded system is a choice of what is to studied (Smith, 1978), a single entity, a unit around which there are boundaries. For this study, the educators chosen are a bounded system which makes this study as a case study. It is congruent with Cresswell's (2007) definition of a case study as investigators explores a bounded system over time, through detailed, in-depth data collection involving multiple sources of information.

DATA COLLECTION

Participants (Respondents)

Five respondents were enrolled in the study. Their age is between 30 to 50 years old. Five of the study participants are teachers in public school in Melaka and one of them is a lecturer in a state-owned college in Melaka. The participants are purposeful sampling because it is based on the assumptions that the researcher wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam, 2009). As the problem of this study is to explore the changes implemented and the thing that has no changes in public school in Malaysia, the participants selected suited the purpose. To begin purposive sampling, you must first determine what selection criteria are essential in choosing the people or sites to be studied. As for this task, these participants were drawn from public school in Malaysia that can give their own views on the purpose of the study.

Interview procedures

One of the most important components of a research design is the research instruments because they gather or collect data or information. In this study, the researcher collect the data through interviews. The researcher conduct an interview session with the participants. As the researcher wants to know the participants' views on the public school education system in Malaysia, interview is the appropriate way because the researcher can find out what is "in and on someone else's mind" (Patton, 2002). It is in a sense of an oral questionnaire posed by the interviewer to elicit oral response from the interviewee. Instead of writing the response, the interviewee gives the needed information orally and face-to-face. The purposes of interview are to verify information gathered from written sources, clarify points of information, update information and collect data. As this study, the researcher carry out a focus interview by focusing on the respondent's subjective responses and experience on the subject matter to elicit more information. The language used to interview the participants is the preferred language by the participants. Interviewing is necessary when we cannot observe behaviour, feelings, thoughts or how people interpret the world around them. There are number of ways different types of interviews can be categorized.

In this study, the researcher will collect the data trough in-depth interviews which are semi-structured interview with the participants. It is guides that include a mix or more and less structured interview questions. As it has no predetermine wording or order, it will enables the researcher to respond immediately to the subject raised by the participants, probing the questions and allow the participants to throw their own ideas or opinions that they considered to be vital to them. However, the researcher will make sure that interview guide will be used to ensure that the research questions can be answered (Minichiello et. al., 2008).

Five key clusters were developed to collect data to answer the research questions. The clusters are; participants' background, roles and responsibilities, experience in working in the education sector, participants' views and opinions on the changes in public school education, evaluation of the effectiveness or impact of the changes towards our education system in Malaysia and finally the wrap-up. Each cluster is followed by probing questions.

FINDINGS

The data collected were coded to build description and themes as follow.

Content and syllabus changes

Most of the respondents stated that there are changes in the syllabus and content of the current subjects. Content changes are significant and their levels have been raised to a higher level. As a result, it can be concluded that there is a gap between students. There are groups of students who can adapt to these changes and belong to groups that are too knowledgeable and some groups of students who are too weak to adapt to the latest subject content. In addition, teachers are also asked to emphasize civic content at least once a week. Teachers who teach subjects in Malay, English, History, need to include civic subtopics in teaching at least once a week. The responses on content and syllabus changes are derived from the statement of the respondents in Table 1 below.

Respondent	Statement
A	<i>Ya...aaa silibus pun berbeza ... dia lebih tinggi... Pada apa yang kita dapati dia punya silibus tu lebih tinggi...</i>
B	<i>Haa.. kami juga perlu memberi penekanan kepada pendidikan yang berteraskan nilai. Sepertimana kita dah maklum sekarang ni, semua subjek pun sebenarnya diminta untuk urm, menekankan aspek pendidikan sivik. Urm, sekurang-kurangnya satu minggu.</i>
C	<i>Err... dari segi silibus, memang ada perubahan content. Urm... pelajar-pelajar... Since dah start KSSM tu, err... Silibus tingkatan 1 dah seperti silibus tingkatan 4.</i>
E	<i>Tetapi kalau kita tengok pendidikan sekarang, berdasarkan kepada penggunaan I Think, KBAT, PAK 21, pelajar diberi atau dicungkil minat mereka dan mereka sebenarnya diberi sedikit, bukan sedikit, banyaklah... kebebasan untuk menyuarakan pendapat mereka, kemahiran dia. Itu sangat penting sebab kita mesti melahirkan pelajar yang boleh berkomunikasi aa... berdasarkan ilmu-ilmu yang ada sekarang berdasarkan teknologi maklumat, berdasarkan kepada kepentingan IT.</i>

Table 1: Data on Content and Syllabus Changes

Annulment of examinations

Among the notable changes is the annulment of examinations. Primary school students in particular now no longer need to sit for exams like mid-year and mid-year exams. Students are now assessed with classroom-based assessment, task-based assessment, and demonstrated values and soft skills. The statements on the abolition of the examination are derived from the statement of each respondent as shown in Table 2.

Respondent	Statement
A	<i>...untuk sekolah arab pula mereka yang peperiksaan tingkatan 4 tu telah dimansuhkan. Kalau dulu pelajar sekolah menengah arab mereka ada peperiksaan dari tingkatan 2, kita namakan SMRA. Pun telah dihapuskan. Ha manakala mereka tingkatan 4 mereka ada ambil peperiksaan kita namakan SMA, Sijil Menengah Agama, pun telah dihapuskan.</i>
B	<i>Kita dapati urm... dari situ dari rentetan dari itu peperiksaan urm... Yang kita buat untuk pelajar daripada, murid daripada darjah satu, dua dan juga tiga, kita hapuskan dan kita gantikan dengan ha pentaksiran berasaskan da berasaskan bilik darjah... Haa dah takde lagi dah peperiksaan-peperiksaan yang macam biasa.</i>

D *Kini, aa.. dengan pemansuhan peperiksaan, kita diketengahkan dengan PBD[pentaksiran bilik darjah].*

Table 2: Data on Annulment of Examinations

Teachers' workload

Once the examination has been abolished, the burden of the teacher has increased. Now, teachers need to provide learning that provides classroom-based assessment and teachers need to evaluate students by reporting performance for each student. The burden on teachers is increasing and teachers also need to key in the assessment data based on the classroom-based assessment in the system. Everything needs to be recorded and on average teachers have trouble recording their data online due to poor internet connection. The statements on teachers' workload are derived from the statement of each respondent as shown in Table 3.

Respondent	Statement
B	<i>... kami kadang-kadang rasa terbeban sedikit lah sebab memanglah pelaksanaan urm.. apa? Yang pentaksiran berdasarkan bilik darjah tu, tapi dia akan membawa kepada darjah 1, kepada darjah 2, kepada sampai darjah 6. Semua tu kita sistemkan. Semua kita kena sistemkan, dan urm.. maksudnya guru-guru ni banyak juga kerjanya.</i>
C	<i>...Kemudian, bebanan kerja guru makin bertambah-tambah. Haa.... macam bila peperiksaan ni takde, kerja guru ni bertambah lah.</i>
D	<i>Saya rasa guru-guru terbeban dengan PBD [pentaksiran bilik darjah] sebabnya pelajar dinilai setiap orang.</i>
E	<i>Sangat makan masa jadi saya rasa sebenarnya kementerian boleh mengecilkan sedikit saiz untuk memudahkan guru untuk melaksanakan PBD [Pentaksiran Bilik Darjah]. KBSM [Kurikulum Bersepadu Sekolah Menengah] dulu kata nak satu kelas mesti tiga puluh saya rasa patut dilaksanakan. Sebab sekolah baru saya tak da. Terlalu ramai.</i>

Table 3: Data on Teachers' Workload

Positive impacts on the changes

The changes implemented in public education in Malaysia are undeniably positive. The emphasis on teaching the aspects of values and civics to students is a good endeavor. Teaching and assessment based on the classroom is also a positive endeavor of the ministry of education as students can incorporate soft skills and other skills for further development in the future. The statement on positive impacts on the changes as shown in table 4.

Respondent	Statement
A	<i>Ok, secara umumnya, keberkesanan urm ... kita yakin usaha ini merupakan satu usaha yang akan membuahkan hasil positif yang lumayan pada negara dan juga kepada agama terutamanya.</i>
B	<i>... ini adalah perkara positif lah, manakala penekanan kepada yang urm.. apa tu, yang sivik tu.. urm, penekanan kepada subjek-subjek yang urm, nilai sivik yang dalam urm, semua subjek tu, ha itu juga merupakan perkara yang positif... sebenarnya perubahan ini merupakan suatu yang positiflah, eh.</i>
E	<i>Tetapi kalau kita tengok pendidikan sekarang, berdasarkan kepada penggunaan I Think, KBAT, PAK 21, pelajar diberi atau dicungkil minat mereka dan mereka sebenarnya diberi sedikit, bukan sedikit, banyaklah... kebebasan untuk menyuarakan pendapat mereka, kemahiran dia. Itu sangat penting sebab kita mesti melahirkan pelajar yang boleh berkomunikasi aa... berdasarkan ilmu-ilmu yang ada sekarang berdasarkan teknologi maklumat, berdasarkan kepada kepentingan IT.</i>

Table 4: Data on Positive Impacts on the Changes

Negative impacts on the changes

Among the responses that came from the interviews was the negative impacts of the changes that have taken place. For example, as a result of significant content changes and no streaming classes recently, there is a gap between students who are too smart and too weak. When students are no longer classed by proficiency, teachers are having problems in teaching. This is because students who are too smart quickly get bored when the teachers focus on teaching the low proficiency students. When teachers want to focus on high proficiency students, the low proficiency students will not adapt to the teaching and will no longer be interested in learning. The statement on negative impacts on the changes are shown in table 5.

Respondent	Statement
B	<i>Yang pandai tu kadang-kadang dah bosan. Tengah belajar dah tidur lah apa lah semua. Yang tak pandai ni ya Allah, puas lah kita nak mengajar tak reti-reti. Yang main, yang nakal. Yelah, tak pandai lepas tu nakal sebab dia tak boleh ikut jadi macam susah kita nak balance kan teknik kita nak gunakan tu semua bersesuaian dengan semua level tu.</i>
C	<i>Dari segi pelajar, itulah... yang saya cakap tadi. Pelajar kesan dia jurang yang sangat besar. Ada pelajar yang boleh... follow... ada pelajar yang sangat lemah. Jurang tu... sangat besarlah antara pelajar yang boleh dan yang tidak boleh. Hmm... Hmm.. bagi saya.. hmm.. perubahan yang dilaksanakan ini mungkin adalah yang positif, tetapi urm.. macam lebih banyak kepada kesan yang sebaliknya. Bagi saya lah.. Ini pendapat peribadi saya sebagai seorang guru. Err.. entahlah ya. Secara overallnya, perubahan yang cuba dilaksanakan ini tidak membuahakan hasil yang cantik. Itu je yang dapat saya cakapkan tentangnya.</i>

Table 5: Data on Negative Impacts on the Changes

CONCLUSION

This study has showed the changes implemented and the impacts from the teachers' perspective. From the results, there are positive and negative impacts on the changes implemented. Therefore, it is highlighted that the negative impacts on the changes need to be reviewed and revised in the future. Changes and reformation will always occur in the field of education to ensure it is in line with the development and capabilities of the nation.

Bibliography

- Agus Taufiq. (2011). Pendidikan Anak di SD. Jakarta: UniversitasTerbuka.
<http://repository.ut.ac.id/4122/1/PDGK4403-M1.pdf>
- Amir Arjomandi, Mad Ithnin Salleh & Abbas Mohammadzadeh (2015). Measuring productivity change in higher education: An application of Hicks–Moorsteen total factor productivity index to Malaysian public universities. *Journal of the Asia Pacific Economy*, 20(4), 630-643. doi:10.1080/13547860.2015.1045323
- Anagün, Ş. S. (2018). Teachers' Perceptions about the Relationship between 21st Century Skills and Managing Constructivist Learning Environments. *International Journal of Instruction*, 11(4), 825-840. <https://doi.org/10.12973/iji.2018.11452a>
- Boholano, Helen B. (2017). Smart Social Networking: 21st Century Teaching and Learning Skills. *Research in Pedagogy*, 7(1), 21-29, doi: 10.17810/2015.45
- Bransford, J., Brown, A., & Cocking, R. (eds.). (2000). How people learn: Brain, mind, experience, and school. *Washington, DC: National Academies Press.*
- Brantefors, Lotta and Quennerstedt, Ann (2016). Teaching and learning children's human rights. A researchsynthesis. *CogentEducation*3:1247610.<http://dx.doi.org/10.1080/2331186X.2016.1246>
- Chang D.W, Morshidi Sirat & Dzulkipli Abdul(2018 Economics Working Paper: Education in Malaysia towards a Developed Nation.ISEAS Yusof Ishak Institute. JELClassification: L52; L60.
- Coelli, M., & Green, D. A. (2012). Leadership effects: School principals and student outcomes. *Economics of EducationReview*,31,92–109. <https://doi.org/10.1016/j.econedurev.2011.09.001>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Geschwind, L., & Brostrom, A. (2015). Managing the teaching-research nexus: Ideals and Practice in Research-oriented Universities. *Higher Education Research and Development*, 34, 60-73. <https://doi.org/10.1080/07294360.2014.934332>
- Jacobs, G. M & H.L. Toh-Heng. (2013). Small Steps towards Student-Centred Learning. *Proceedings of the International Conference 55 on Managing the Asian Century*. doi:10.1007/978-981-4560-61-0_7
- Lee, W. O., Napier, D. B., & Manzon, M. (2014). Does context still matter? The dialectics of comparative education. *Asia Pacific Journal of Education*, 34(2), 139–152. doi:10.1080/02188791.2014.887989
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23, 586-601. doi: 10.1016/j.tate.2006.11.001
- Martin R., (1977). Education, Development and Change in Malaysia. *South East Asian Studies*, Vol. 15, No. 1.
- McCombs, B. & Whistler, J. (1997). *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*. San Francisco: Jossey-Bass Publishers.
- Mccowan, T. (2010). Reframing the universal right to education. *Comparative Education*, 46(4), 509-525. doi:10.1080/03050068.2010.519482
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass
- Minichiello, Victor; Aroni, Rosalie & Hays, Terrence N. (2008). *In-depth interviewing: Principles, techniques, analysis* (3rd Ed.). Frenchs Forest: Pearson Education Australia.
- Molly N.N. Lee (1999) Education in Malaysia: Towards Vision 2020, School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice, <http://dx.doi.org/10.1076/sesi.10.1.86.3514>
- Mourshed, M., Chijioke, C., & Barber, M. (2010). How the world's most improved school systems keep getting better. London: McKinsey.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Sadler, M. (1964). How far can we learn anything of practical value from the study of foreign systems of education? *Comparative Education Review*, 7(3), 307–314, (Original work

- published 1900).
- Smith, L. (1978). An evolving logic of participant observation, educational ethnography, and other case studies. In L. Shulman (Ed.), *Review of researching education* (pp. 316-377). Itasca, IL: F. E. Peacock.
- Thomas, R.L. (2016). The Right to Quality Education for Refugee Children through Social Inclusion. *Journal of Human Rights and Social Work* 1: 193. <https://doi.org/10.1007/s41134-016-0022-z>
- Uiboleht, K., Karm, M., & Postareff, L. (2016). How do university teachers combine different approaches to teaching in a specific course? A qualitative multi-case study. *Teaching in Higher Education*, 21, 854-869. <https://doi.org/10.1080/13562517.2016.1183615>
- Zalizan M. Jelas & Manisah Mohd Ali (2014) Inclusive education in Malaysia: policy and practice, *International Journal of Inclusive Education*, 18:10, 991-1003, doi: 10.1080/13603116.2012.693398