

Teacher's Support and Student Involvement in Learning Activities on Enhancing Student Academic Achievement

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Abstract

This study aims to identify the level of teachers' support and the involvement of students in learning activities to improve academic achievement of high school students. Teachers' support refers to teaching activities in the classroom. Student involvement is seen from the aspect of student learning in the classroom. The conceptual framework of the study combines two theories and a model which are the theory or model of the human ecological system (Bronfenbrenner, 1979), social capital theory (Robert and Putnam, 2000) and aspiration model of the Malaysian Education System in the Malaysia Education Blueprint 2013–2025 (2013). This study is a survey using questionnaire for information. The sample was chosen randomly, involving a total of 200 form four students in Negeri Sembilan. The whole construct is at a high level of reliability of 0.926. This study uses descriptive analysis of mean and standard deviation using Statistical Packages for the Social Sciences (SPSS) Version 24. The results show that teachers' support and student involvement in classroom learning activities are at moderate level. The implication of the study found that teachers and the school need to increase their efforts, programs and activities in improving student academic achievement.

Keywords: Teachers' support; Student involvement and academic achievement students.



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1. Introduction

The aspiration of the Malaysian education system is to produce individuals who are balanced in terms of physical, emotional, intellectual, social, and spiritual as well as strive to be a productive and capable citizen and supporting the vision and mission of the nation. Government ensure that Malaysia's 2013–2025 Education Blueprint is realized as best promising (Ministry of Education Malaysia, 2013). Based on this important agenda, teachers are unwaveringly involved in implementing their efforts and teaching approaches to improve the quality of education. This is to ensure maximum learning outcomes for students in school. Therefore, teachers need to be more creative and innovative to ensure that the delivery system is effective and efficient, interesting, fun and stimulates students' interest in learnings (Rohani *et al.*, 2010).

Teacher support affects the behavior and students' involvement in learning activities at school. Students will feel esteemed and lessen their negative behavior in the classroom during teacher's teaching (Ming-Te Wang and Rebecca, 2010). Teacher support affects the student's involvement. The preference of teachers on the lessons' content and teaching–learning activities in the classroom affects the students' involvement whether they can appreciate and develop what has been learned at school (Anisa, 2015; Haslina *et al.*, 2015). In addition, effective teachers are teachers who can fabricate good relationships with their students in terms of intimate, safe and reliable emotions. Teachers should see students positively, support the development of emotional well-being and build motivation to achieve academic excellence (Ismail, 2007; Wentzel, 2009). Moreover, the teachers tend to communicate with students' professionally in sharing experiences during teaching and learning activities and to understand each student in person (Mohd and Ramli, 2010).

Teaching and learning in the classroom are also among the most eye-catching things in the study of pupil enrollment. Referring to the Specialist Circular Letter Bil.4 /1986 (1986) the effectiveness of teaching and learning has a great influence on students. Students' success in learning, motivation and their interest in particular subject learned have a close relationship with the capability and effectiveness of teaching teachers. Failure of teachers in administring classroom creates an unfavourable environment thus contributes to malfunction in the effectiveness of teaching and learning. In addition, the failure to master 3M's ability to read, write and calculate is also one of the factors involved in students' academic performance and this leads to the failure of students to receive inputs within the subject as stated by the Ministry of Education Malaysia (2010) in the Roadmap Program Government Transformation Program (GTP).

Active students' involvement in the classroom is a factor that plays an important role in the students' academic achievement (Stewart, 2007). Teacher supports encourages students' engagement and contribute optimistically to the learning process (Newcomb *et al.*, 2004). Students' involvement defines the amount of physical and psychological energy provided by students for academic experience. In details, students who engage in learning activities in the classroom will gain knowledgeable learning experience than those who aren't (Astin, 1999). Hence, students' involvement in the classroom refers to students' behavior and activities involving academic activities in the classroom such as listening, paying attention and recording the teacher's description; construct, organize, present and convey assignments or homework; ask and answer questions asked by teachers; and does not disturb friends during learning activities (Nor *et al.*, 2014).

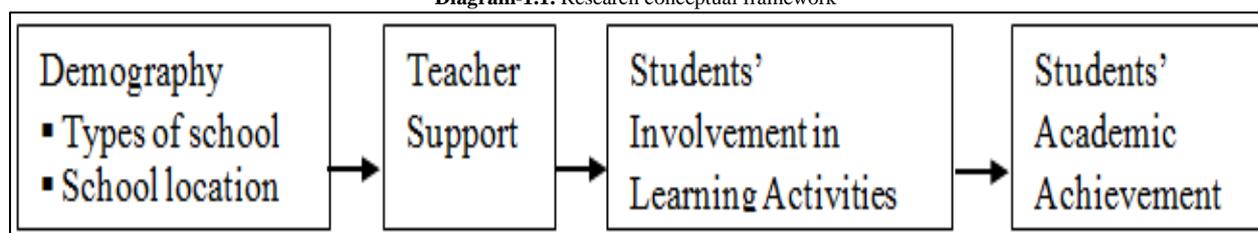
Students' academic achievement is an excellent measure for both students and school. Students' academic achievement is influenced by teacher support towards students. Teacher support is the most effective foundation in determining academic achievement and success of a school (Norashikin *et al.*, 2015). In the meantime, the objective of improving students' academic achievement is the main focus of school management and teachers at school (Silva *et al.*, 2011). On the other hand, students' academic achievement is important in creating supplementary competitive workforce, in line with the nation's vision of achieving a developed nation status by 2020 (Prime Minister's Department, 2010). Hence, the students' academic achievement is used to measure the outcomes of education to see the schools' effectiveness, administrators and teachers at school (Stronge *et al.*, 2011).

2. Problem Statement

Based on the Preliminary Report of the Malaysian Education Blueprint 2013–2025, there were loopholes in the achievement of primary and secondary school students. The discussion concerns on students' academic achievement. Besides, there are various factors influencing students' academic achievement such as students' background, gender, ethnicity, level of potential and individual's intellect. In terms of gender, it is found that there is an increasing widening gap where female students are consistently outperformed male students. Performance differences has emerged significantly in the Primary School Assessment Test and improved along the student's academic path. In addition, male students are at higher risk of dropping out, resulting in a male-to-female ratio: a cohort decreases from Year 1 to Form 5. At the university level, female students comprise of 70% cohort admission in some universities. It has extended to form 3 Assessment Test and Malaysian Certificate of Education (MCE) over the last five years and if this trend is unchange, it will pose a risk of marginalization on the achievement of male students (Ministry of Education Malaysia, 2013).

A study on the students and schools' factors in contributing to the student's academic achievement simultaneously has not yet been studied. The existence of an academic achievement gap between gender, school locations, and races prove the needs to review the contributing factors towards the differences in achievement (Mohd Burhan, 2006). Meanwhile, the findings of Khalip and Hariza (2015) states that good interpersonal relationships will stimulate, increase motivation, commitment and encourage students to improve their academic achievement. In general, interpersonal skills between students, teachers and peers play an important role in teaching and learning process in a way to mould successful student characters along with favourable academic achievement. The question is; are the support of teachers and the students' involvement in the school contributed to the students' academic achievement? Therefore, a scientific study to examine the teacher support and the students' involvement in improving the students' academic achievement should be followed as illustrated in the following diagram:

Diagram-1.1. Research conceptual framework



3. Objectives of the Study

The specific objectives are to:

1. Determine the level of teacher support.
2. Determine the level of students' involvement in learning activities.
3. Determine the level of academic achievement among students.
4. Determine the level of students' academic achievement according to the school location

3.1. Teacher Support in Students' Learning Process

Environmental support, especially the teacher's support, is important as it aims to produce balanced students in terms of academic and emotional well-being. Students are surrounded with individuals around them to embrace life in the future (Najeemah, 2010). Students need teacher support to help them achieve success (Nestmann and Hurrelmann, 1994). Teacher support can influence as well as a source of learning towards student behaviour development. In addition, teachers' interpersonal skills are among the most important components in the classroom

environment (Doyle, 1986). A positive relationship between teacher and student along with conducive classroom environment will enhance students' academic achievement and bring meaningful learning (Fraser and Walberg, 2005).

During the process of teaching and learning in the classroom, teachers as teaching leaders should encompass high self-efficacy to assist students to achieve success. It is viewed as a great effort and responsibility which brings a sense of fulfilment to the teacher itself (Newmann *et al.*, 1989). Teacher support in the classroom is closely linked to the teaching-learning process associated with the students' academic achievement. Teachers should be able to deliver teaching, classroom management skills and capability to engage students in learning (Rahmah, 2004). Teachers should be able to build confidence among students; and provide students the opportunity to master the learning according to their own level of ability.

Teachers should be able to create positive relationships with students. Additionally, they need to create a concerned atmosphere to attract students to learn which in turn promotes students' self-development (Arrend, 1994). In other words, the relationship between teacher and student can affect both learning and academic achievement. Supportive teachers will enhance students' motivation to actively participate in the classroom, especially for less favourable subjects previously desired by the students (Fredricks *et al.*, 2004). This is evidenced by the study of Fleisher (2005) which states that a close relationship between teacher and student plays an important role in increasing the student's interest in the lessons taught. Additionally, it affects teachers to prefer attractive teaching strategies which then boost the students' commitment level towards lessons taught by them.

Diligent teachers need to intelligently assess the interests and preferences of out of the classroom activities that are often performed by their students. They need to comprehend and understand problems experienced by the students and make every effort to overcome their psychological barriers and thus increase their commitment in learning. Commitment is seen as an effective reason in helping students achieve the desired learning outcome (Rohani *et al.*, 2010). Other than that, teachers can increase students' interest and curiosity through implementation of various stimuli like using varying tones, adapting interesting teaching aids, and games and so on. A motivated student will usually be more interested in contributing to the achievement of learning objective (Noor and Leong, 2014).

A quality teacher is a very important factor affecting students' academic achievement where they will bring out effective teaching and learning processes. This will produce quality students who can possess essential elements of the High Order Thinking Skills (HOTS) as intended in the Secondary School Integrated Curriculum (SSIC) as well as the Secondary School Standard Curriculum (SSSC) (Ministry of Education Malaysia, 2013). Teachers need to diversify applicable skills, techniques and strategies on the concept of effective learning in the classroom. Teachers also need to adapt knowledge, pedagogical skills, strategy selection, methods and approaches to teaching different students (Mohd and Ramli, 2010). In addition, teachers play an important role in producing knowledgeable and qualities students (Ming-Te Wang and Rebecca, 2010).

3.2. Students' Involvement in Learning Activities

Learning is both a process and activity in the classroom that should have an impact on the students either in terms of knowledge, skills, and attitudes (Atan, 1984; Norasmah and Shuki, 2009);. Teaching should be open-ended, as well as giving a change in behavior among students (Conklin, 2009; Ee, 1995);. In the meantime, the teaching and learning activities planned and implemented by teachers are designed to cultivate productiveness, reviving the soul and mind of the students and assisting the students' cognitive, effective and psychomotor development. The application of social and interpersonal skills is very important in the students' learning process (Halimah *et al.*, 2013). Additionally, teachers need to apply cooperative and collaborative skills among group members during the students' learning process in the classroom (Mahdum, 2014).

Teachers play an important role in influencing students in teaching and learning activities regardless of student background. Each teacher has their own way of diversifying teaching methods that can attract students' interest and understanding to participate the teaching and learning process (Rohani *et al.*, 2010). In line with 21st century learning, teachers need to apply high order thinking skills processes (HOTS) through a thinking map (Curriculum Development Division, 2012). A thinking map enable students to understand concepts, analyze problems and discover solutions (Hyerle and Yeager, 2007). Student-centered learning is a learning approach that emphasizes active participation among students in the teaching and learning process. It gives impact on the learning motivation, the mastery of the lesson content is more profound and meaningful, and more positive attitudes towards the subjects followed (Meyer, 1983; Shuell, 1986).

Students' learning process requires them to be responsible and empowered in mastering lessons, encompass roles in learning plans, execute in-depth study of particular topic, evaluating work, and interacting between teachers, peers and other sources of information. Students' involvement is correlated because they have the ability, motivation and capacity to learn in appropriate social and academic environment as well as available effective infrastructure. A group of students exposed to the same teaching and learning strategies does not necessarily produce the same outcome. It is due to various factors such as students' involvement in the classroom affect students' understanding of their learning and academic achievement (Norasmah and Shuki, 2009). In other words, learning is a process for students to acquire skills and understandings, knowledge and responsive to the environment.

3.3. Students' Academic Achievements

Academic achievement means the abilities of students to receive and master the lessons learned at school. Academic achievements or educational achievements are translated in the form of good results and achieved in the

secondary or higher-level examinations are often used as a measure of intellectual or mental development (Zalizan *et al.*, 2005). Academic achievement of students is measured from the level of understanding in responding to training questions, assignments, tests and examinations. A high success rate is where students understand the lessons learned and infrequently do the mistakes except for inattention. A moderate success rate is where students understand some of the lessons and do several mistakes. A low success rate is that students have minimal understanding or no understanding of the lessons learned (Borich, 2011). In the meantime, success is gained by students if they have continuous support, guidance, encouragement and motivation from surroundings especially from their parents (Noor Su'adah and Zalinah, 2013).

The findings of Mohamad Johdi *et al.* (2012) explains that students' performance and academic achievement are influenced by the student's motivation and attitude. It comes from approaches, attitudes, feelings and beliefs that refer to aspirations to achieve, competitive spirits, the feel of satisfaction of learning, realizing that learning is fun when people perceived their success. This view corresponds to the study by Noor and Leong (2014) showing that positive attitudes, always accomplish works or assignments given by the teacher, excellent attendance review, eager to learn and always strive in studies. In addition, Suradi (1987) finds that attitudes towards teachers will influence the interest and effort towards the success of the students. A negative attitude towards the teacher can weaken students' interest and motivation in the subjects taught by them.

Students with high learning interest will always strive and diligently improve themselves. In other words, students' satisfaction will be achieved when they learnt and understand a topic. Interest is a favourable factor in encouraging active students in learning activities to explore further (Omaridin, 1996). In the meantime, the synergy between interest and attitude play an important role in influencing students' learning readiness and achievement. This is because students with high interest in their learnings will achieve excellent performance (Lee, 1991). Moreover, a student who is interested in what is learned will usually show a high degree of enthusiasm and accomplishment. A fun learning will increase interest and it can be further enhanced with the support and encouragement from teachers throughout the learning process (Abu, 1994).

In the 21st century education, students' assessments are not limited to the merit performance, instead, overseeing the level of students' mastery on the skills targeted by the Ministry of Education to prepare for the 21st century challenges (Ramlah and Jamil, 2015). In another view, Azmiza *et al.* (2014) states that students need to be motivated by using strategies as well as managing their thoughts in line with actions. Students with capabilities, skilfull and knowledge are able to accomplish a given task on time and in line with the targeted goals, environment and activities carried out at the school. This is important to improve students' academic skills and achievement.

Berry *et al.* (2010), found that teacher support has a close relationship with the students' academic achievement. It contributes both to students' achievement and school achievement. This view corresponds to the study of Siti (2011) which shows that teacher support includes aspects of teaching skills, classroom management and teaching plans which then contribute to the increase of students' involvement in the classroom thus enhance students' academic achievement. In another view, (Ming-Te Wang and Rebecca, 2010) highlights that students' perception corresponds to the school environment, students' involvement and academic achievement. Wang's research covers 1046 students from 23 government schools in the United States. In details, students' involvement is divided into three dimensions, namely behavior, emotional and cognitive. Students' achievement is imputed through students' grade performance on English, Mathematics, Science and Social Science subjects. The findings show that there is a significant and positive relationship between the three-dimensional involvements with students' achievement. This means that students with high involvement will obtain soaring academic achievement grades at school.

4. Research Design

This study is a survey by using a self-constructed instrument and comprehensive questionnaire to collect data which is based on the conceptual framework with reference to the Ministry of Education Malaysia (2013), Bronfenbrenner (1979) and Robert and Putnam (2000) using the Five Points Likert Scale. The questionnaire consists of three main sections, namely student demography (6 items), teacher support (7 items) and students' involvement (7 items). While the students' academic achievement is measured based on the mid-year examination of Form 4 for 2017 and based on School Average Grade (GPS) which portrays the result of the student's academic achievement.

For the purposes of validity and content, researchers utilize skilled sociologist and experiments on assessments and language. The response from experts to relevant aspects is taken into account in the refinement for the next instrument item. The sample was chosen randomly, involving a total of 200 Form 4 students in Negeri Sembilan. The data were analyzed using Statistical Packages for the Social Sciences (SPSS) Version 24 which involved percentage, mean and standard deviation.

4.1. Data Analysis

Descriptive analysis involving frequency, percentage, mean and standard deviation is used to determine the demographic profile of the study, the level of teacher support and students' involvement. The mean score is based on Mean Score Interpretation Table which states that for the Five Points Likert Scale, the mean score of 1.00 to 2.00 is categorized as low level, 2.01 to 3.00 is categorized as medium low, 3.01 to 4.00 is categorized as medium high and 4.01 up to 5.00 is high (Nunnally and Bernstein, 1994). Independent variables are teacher support and students' involvement; while the dependent variable is the type of school.

5. Research Discussion

This study weighted the focus on the demographic sample which then lead to the success of this study. A total of 200 form 4 students were involved in this study. The demographic data involved such as gender and school location is presented in the form of tables based on the number and percentage of respondents. A detailed demographic profiles of respondents are shown in [Table 1](#) below.

Table-1. Profile of survey respondents

Demography	Frequency	Percentage
Gender		
Male	69	34.5
Female	131	65.5
School location		
Urban	100	50.0
Rural	100	50.0

Based on [Table 1](#), the total of 200 respondents were involved, where 69 persons or 34.5 per cent were male, whereas 131 or 65.5 per cent were female. This shows that the majority of respondents involved consisted of female students as compared to male. In terms of school location, there were 100 students (50.0%) from urban schools and 100 students (50.0%) from rural schools.

5.1. Teacher Support

The descriptive analysis used involves mean and standard deviation conducted to determine the level of teacher support. A summary of the inclusive descriptive analysis for the level of teacher support as in the following [Table 2](#)

Table-2. Level of teacher support

No	Teacher support	Mean	Standard deviation	Interpretation
	Overall score	3.92	0.928	Medium high

Based on [Table 2](#), it shows descriptive findings on item for teacher support. In a word, teacher support construct was at moderate high (mean = 3.92 and STD = 0.928).

5.2. Students' Involvement in Learning Activities

The descriptive analysis used involves mean and standard deviation is carried out to determine the level of students' involvement in learning activities in the classroom. A summary of the result on the level of students' involvement in learning activities in the classroom in the following [Table 3](#)

Table-3. Students' involvement in learning activities

No	Students' involvement in learning activities	Mean	Standard deviation	Interpretation
	Overall score	3.92	0.871	Medium high

Based on [Table 3](#), the descriptive findings show students' involvement in learning activities hold medium high result which i.e. mean = 3.92 and STD = 0.871.

5.3. Students' Academic Achievement Level

Descriptive analysis is conducted to determine the level of academic achievement of students. A summary of descriptive analysis result on the overall level of academic achievement in [Table 4](#) below

Table-4. Level of Academic Achievement

Demography	Frequency	Percentage
Low	16	8.0
Medium	137	68.5
High	47	23.5

[Table 4](#) indicates the level of students' academic achievement obtained from respondents. The results showed that the level of students' academic achievement was at a moderate level which comprises of 137 students (68.5%) while about 47 students (23.5%) have high academic achievement levels. Above all, the respondents have a low achievement level of 16 students (8.0%).

5.4. Academic Achievement Level by School Location

Descriptive analysis is conducted to determine the level of students' academic achievement of. A summary results of the descriptive analysis on the overall level of academic achievement in [Table 5](#) below

Table-5. Students' academic achievement level by school location

			Achievement Level		
			Low	Medium	High
School location	Urban	Frequency	6	70	24
		Percentage	3.0	35.0	12.0
	Rural	Frequency	10	67	23
		Percentage	5.0	33.5	11.5
	Total	Frequency	16	137	47
		Percentage	8.0	68.5	23.5

[Table 5](#) depicts the distribution of students' academic achievement level by school location. In general, a total of 100 respondents are from urban schools. The findings show that majority of the students are from urban schools hold a moderate achievement level of 70 students (35%). While 24 students (12.0%) reflected high achievement level and only 6 students (3.0%) were at low achievement level.

Meanwhile, about 100 respondents are from rural schools. The results showed that the majority of the students from rural schools had a moderate level of achievement of 67 students (33.5%). While 23 students (11.5%) have high achievement level and 10 students (5.0%) are at low achievement levels. Overall, the level of students' academic achievement from urban and rural schools is at moderate level. However, there is a little variation in the percentage of students attaining high level of achievement between urban and rural schools.

6. Research Discussion

The entire study reinforces the theory of human ecological systems [Bronfenbrenner \(1979\)](#) and [Robert and Putnam \(2000\)](#) stating that teacher support and students' involvement are significant in catalyzing students' academic achievement. Teachers emphasize the learning skill elements during the discussion process, brainstorming activities, applying mind maps or i-think maps and questionnaire techniques in students' learning process ([Anisa, 2015](#)). In addition, interaction among multiracial friends in group activities is deeply encouraged ([Najeemah, 2011](#)). The findings show that all these aspects are at moderate high levels. It is also supported by the study [Ministry of Education Malaysia \(2013\)](#); [Banning \(2006\)](#) and [Courtney and Simpson \(2002\)](#) acknowledging that teachers as facilitators are dedicated to encourage students to question in the classroom and apply mind maps as thinkers to make reflection effectively. The students' involvement in group activities can develop social-interpersonal skills as well as proficient in public relations ([Che and Aminuddin, 2002](#)).

Learning is a process or education activity in the classroom ([Atan, 1984](#)). Results on the use of mind map or i-think, participation in various activities in the classroom and group discussions are at moderate high levels. The findings of [Buzan \(2002\)](#) state that students apply these skills by using corresponding thinking tools in learning according to the appropriate needs and situations. [Rohani et al. \(2010\)](#), shows that there is a positive relationship between teacher teaching quality and students' involvement in teaching and learning activities regardless of the students' background. For the group's presentation aspect, discussion of assignments and the use different ways in learning is at high level. This is in line with [Shuell \(1986\)](#) view, [Meyer \(1983\)](#) and [Cropley \(1997\)](#) stating that student-centered learning has an impact on the learning motivation improvement, in addition to indepth and meaningful mastery of the lessons content, and the positive attitude towards the subjects.

Schools with high expectations of student success have a close relationship with students' academic achievement. Teachers are enthusiastically involved in helping and encouraging students to succeed. [Mortimore et al. \(1995\)](#), concluded that effective and efficient schools will monitor the progress and achievement of students analytically and systematically. Teachers are always understanding and able to identify favourable goals that can be achieved or not. In addition to school factors, [Mortimore et al. \(1995\)](#) emphasizes the importance of school-house relationships to improve school excellence. Parental concerns on the students' progress by helping to accomplish schoolwork and discussion engagements are among important factors improving the school. Moreover, school-centered practitioners will further strengthen the relationship between school and home.

The findings of [Ming-Te Wang and Rebecca \(2010\)](#) shows that teacher support affects behavior and reveals positive relationships with students' academic achievement. Students will always attend school, focus on learning, as well as adhere to school rules. In addition, [Fredricks et al. \(2004\)](#) expresses that student's emotions and behaviors affecting students' academic achievement. The teacher's counsels for the students are intended to enhance students' involvement and students' academic achievement. Teachers are concerned in giving praise and motivation so that students are prepared for learning activities ([Smith et al., 2007](#)). [Rosenfeld et al. \(2000\)](#), found that when the teacher is contributing to promote emotional environment for learning, students would be more likely to have a positive relationship with their school environment.

The findings of the [Shernoff et al. \(2003\)](#) state that the students' involvement of in the classroom refers to the moment and presence of students in the classroom. Students' involvement is also influenced by teaching factors such as the delivery of teaching content and accumulation of teaching aids used by teachers. Students will perform note-taking activities, class discussions, group activities and observing learning materials provided by teachers. It will

foster interest, maintaining focus in addition to feel good in the learning activities carried out. The findings of Mohamad Johdi *et al.* (2012) shows that a total of 200 respondents agreed that teachers are the main counselor in the lesson. A large number of respondents are always count on blessings from them for the benefit of knowledge. Despite the fact that in a sophisticated internet era and information only at the fingertips, students are still regard teachers as the means of knowledge dissemination. It is due to the power of inspiration they hold for students in a way to motivate them to craft success.

7. Research Implications

This study found that teachers' support and encouragement towards students was enhanced in teaching and learning activities in the classroom. Teachers need to be more experienced and knowledgeable as well as creative in delivering their teaching contents. Experiences and learning activities should be able to develop, nurture, explore and enhance the existing abilities, talents and motivations in the students' spheres, cognitive, affective and students' psychomotor fields to a maximum level. On the other hand, excellent interpersonal relationships between teachers and students are expected to create effective and meaningful learning for students. A positive standpoint on teachers can make them resourceful to help improve the intellectual potential and academic achievement among students.

Learning is an education that evolves through interactions that occur in the classroom or out of the classroom. Understanding the opinions and needs of students will help all stakeholders in providing more meaningful curriculum, teaching and learning approaches to students. Learners should engage in varieties of activities, programs and events held at school, beyond school or community. This is to nurture and enrich the students' skills. In the meantime, it can create interactions among friends at school and inside the society. Schools should provide an encouraging and conducive environment to support the involvement of students. Other than that, climate, culture and school facilities are among key factors in determining the quality of learning in schools.

Students' learning aspects need to be taken seriously in order to overcome hiccups on academic and moral issues among students. It is believed that students need to improve their soft skills which will further enhance their academic achievement. It is essential for the school to formulate activities and programs that will enhance the students' academic skills and achievements. Attractive and appealing programs need to be designed to encourage students' involvement in a practical significance for the 21st century learning survival. The quality students from the Education program are able to add value and look forward to themselves, families, communities and the beloved country.

8. Summary

Environmental support affects the students' involvement in various activities in the school to enhance the application of soft skills as the students' success. Schools should always generate a holistic human capital and be able to compete globally. The Ministry of Education's wishes through the Malaysia Education Blueprint 2013–2025 which emphasizes on the students' soft skills through the Systems Aspiration dimension by targeting the efforts to empower and stabilize student's academic achievement as outlined in the National Education Philosophy will be achieved. Therefore, all parties should provide support and opportunities for students to engage in various activities to enhance their soft skills. Without fail, all parties need to cooperate and work together unwaveringly to lift the application of soft skills among students to be successfully realized.

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