

**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COLLABORATIVE MANAGEMENT
AND THE OVERALL EFFECTIVENESS OF PRIMARY SCHOOLS IN MALAYSIA.**

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ABSTRACT

This study analyses the ways in which collaborative management techniques impact the overall success of these primary schools in Malaysia. The primary schools in question are located in Malaysia. An investigation into the impact of collaborative management methods (such as shared decision-making, team-based leadership, and stakeholder participation) on a number of indicators of school success, such as academic performance, teacher contentment, and student outcomes, amongst others, will be the basis for the findings that will be presented. By analysing data from a large number of primary schools using both quantitative and qualitative research approaches, the study sheds light on the ways in which community involvement, school leadership, and teacher cooperation have the potential to improve the effectiveness and quality of teaching. The data was gathered from a wide range of educational institutions. The purpose of this research is to examine elementary schools in Malaysia and how collaborative management techniques affect their overall success. School administrators, educators, parents, and students all work together in collaborative management to improve student achievement. This style of leadership is defined by shared decision-making, cooperation, and active engagement. This study delves at the ways in which organisational efficiency, teacher satisfaction, and student performance are affected by the use of collaborative tactics in the classroom. The project gathers information from primary schools in Malaysia using a mixed-methods strategy, which includes questionnaires, interviews, and observations. Qualitative insights provide light on the impact of collaborative management on day-to-day school operations, while quantitative data is used to find patterns and connections. Improved academic performance, increased community participation, and enhanced communication are some of the benefits that schools that practise high levels of cooperation report. In addition, the research emphasises several obstacles to implementing collaborative management, including a lack of resources, different degrees of stakeholder engagement, and aversion to change. The significance of leadership development programs, building a trusting and open school atmosphere, and providing opportunities for professional growth are highlighted as solutions to these problems. Finally, the study concludes that collaborative management has a good influence on primary schools' efficacy in Malaysia, implying that it is an essential tactic for making long-term reforms to the education system. If school administrators,

legislators, and teachers are serious about raising the bar for student achievement via more democratic leadership, they would do well to peruse the findings of this research.

Keywords: Collaborative Management, School Effectiveness, Primary Education, Malaysia.

INTRODUCTION

More and more schools throughout the globe have come to see the importance of collaborative management in improving their institutions' efficiency in recent years. Because good management techniques have such a profound influence on student results, teacher happiness, and school performance generally, this was especially important in elementary schools. With an eye on raising educational benchmarks, researchers in Malaysia were looking more closely at how collaborative management practices affect the efficiency of elementary schools. Creating a healthy and productive school environment may be achieved via collaborative management practices, which include shared decision-making, cooperation, and mutual support among stakeholders. With this method, everyone from school officials to classroom instructors to parents and students themselves were involved in making decisions. A more inclusive and responsive educational environment may be achieved via collaborative management, which leverages multiple viewpoints and experiences. Numerous variables impact primary schools' performance, which is often evaluated by student accomplishment, teacher effectiveness, and general school atmosphere. Research on the exact nature of the connection between collaborative management techniques and key performance indicators in Malaysia is, however, far from complete. This study aims to find out if primary schools in Malaysia that use collaborative management tactics have better educational results and a more peaceful school climate as a whole. To help teachers and politicians in Malaysia improve the efficiency of their classrooms, the researcher conducted this research to shed light on the pros and cons of collaborative management in primary schools (Mohd, 2023).

BACKGROUND OF THE STUDY

An ever-increasing focus on improving the efficiency and quality of elementary schools was reshaping the educational scene in Malaysia. How management techniques contribute to these ends was an important focus. The practice of collaborative management, which promotes group problem-solving and decision-making, has recently grown in popularity across many industries, including the academic one. School administrators, instructors, parents, and students were all

considered in collaborative management's decision-making phases. The premise of this method was that a more positive school atmosphere, more creative solutions, and more buy-in from all parties concerned may be achieved by engaging varied viewpoints. Teamwork, better communication, and the school's general functioning were the goals of this management approach in educational contexts. Positive findings from studies on collaborative leadership within education imply that institutions that use collaborative approaches often see gains in organisational efficacy and student achievement. Nevertheless, there has been a lack of research into how collaborative administration has affected elementary schools in Malaysia. To improve student achievement and help achieve national educational goals, it is essential to understand this link (Hassan, 2022).

PURPOSE OF THE RESEARCH

The major purpose of this study is to investigate the influence that collaborative management strategies had on the overall achievement of elementary schools in Malaysia. Through an examination of how these techniques were put into practice, the research tries to ascertain the extent to which they have an impact on significant factors such as the academic achievement of students, their level of contentment with their teachers, and the community of the school. The research also attempts to give practical insights and solutions for improving educational achievement by identifying any obstacles that have been encountered and prospects for improved joint management.

LITERATURE REVIEW

Collaborative management was becoming more important in improving organisational performance, according to the research. This was true even in educational institutions. Several beneficial results have been linked to collaborative management in schools. This style of leadership is defined by inclusive decision-making, shared authority, and active participation from all stakeholders. Such methods, according to research, may help create a school climate that is more cohesive and supportive, which is crucial for raising academic achievement. According to research, teacher satisfaction, educational objective alignment, and student accomplishment, all tend to rise when administrators, teachers, and other stakeholders collaborate, according to research. For example, since different people bring different experiences and viewpoints to the table, collaborative management may improve creativity and problem-solving. Improving the quality of elementary education via different changes has been a developing concern in the Malaysian setting. Nevertheless, studies that focus on this particular context have not adequately investigated how collaborative management affects school performance. Research from various parts of the world

suggests that schools may benefit from collaborative management practices, which lead to a more involved and motivated student body and faculty (Omar, 2021).

RESEARCH QUESTIONS

How are collaborative management practices currently implemented in primary schools in Malaysia?

RESEARCH METHODOLOGY

China's many different organisations were responsible for carrying out the research. A quantitative technique was chosen by the researcher because of the restricted resources and the short amount of time available. Through the use of a random sampling process, every respondent was contacted for the survey. Following this, a sample size of 735 was determined using Rao Soft. Individuals confined to wheelchairs or who were unable to read and write would have the survey questions read aloud by a researcher, who would then record their answers word for word on the survey form. While participants waited to complete their surveys, the researcher would inform them about the project and field any questions they may have. On occasion, it was asked that people finish and send back questionnaires simultaneously.

SAMPLING

Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 735 people in the research population, so researchers sent out 850 questionnaires. The researchers got 810 back, and they excluded 32 due to incompleteness, so the researchers ended up with a sample size of 778.

DATA AND MEASUREMENT

A questionnaire survey was used as the main source of information for the study. Two distinct sections of the questionnaire were administered: Both online and offline channels' (A) demographic information, and (B) replies to the factors on a 5-point Likert scale. Secondary data was gathered from a variety of sites, the majority of which were found online.

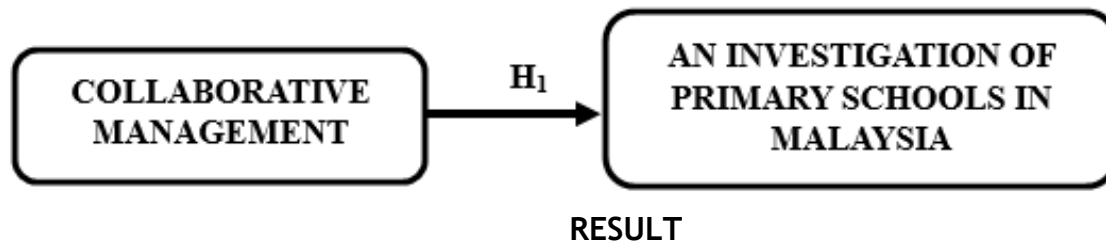
STATISTICAL SOFTWARE

SPSS 25 was used for statistical analysis.

STATISTICAL TOOLS

To get a feel for the data's foundational structure, a descriptive analysis was performed. A descriptive analysis was conducted to comprehend the fundamental characteristics of the data. Validity was tested through factor analysis and ANOVA.

CONCEPTUAL FRAMEWORK



Factor Analysis: Factor Analysis was often used to confirm a measurement set's latent component structure (FA). Latent factors may affect observable variables' scores. Model-based accuracy analysis (FA). It models causal connections between observable occurrences, undiscovered causes, and measurement errors.” “Kaiser-Meyer-Olkin (KMO) may test data for factor analysis. The model and its variables were assessed for proper sampling. Statistics estimate shared variance among numerous variables. Factor analysis works best with lower percentages. KMO returns 0-1. Sampling was adequate if KMO was between 0.8 and 1. If KMO was less than 0.6, sampling was inadequate and remedial action was needed. Between 0.5 and 0.6, use their best judgment. Some authors choose 0.5. KMO Near 0 suggests modest overall correlations compared to partial correlations. Extensive correlations make component analysis difficult. Kaiser's acceptance thresholds: Kaiser's acceptance thresholds: 0.050-0.059. 0.60-0.69 below-average Middle grade: 0.70-0.79. Quality point value: 0.80-0.89. 0.90-1.00 was spectacular.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	3568.968
	df	190
	Sig.	.000

Applying Bartlett's Test of Sphericity provided further confirmation of the correlation matrices' overall significance. Kaiser-Meyer-Olkin sampling adequacy is 0.892. A p-

value of 0.00 was discovered by researchers using Bartlett's sphericity test. The researcher knows the correlation matrix isn't a correlation matrix since Bartlett's sphericity test produced a significant result.

TEST FOR HYPOTHESIS

DEPENDENT VARIABLE

An Investigation of Primary Schools in Malaysia: With a focus on the many aspects that affect primary schools' efficacy and overall performance, this research intends to provide a thorough analysis of these institutions. Primary schools were the focus of this research, which aims to shed light on their operations and potential for improvement by investigating important factors such as educational quality, management methods, resource allocation, and obstacles encountered. Analysing the effects of pedagogy, curriculum, and student participation on test scores. Take a look at how different types of management and leadership affect the culture and efficiency of schools. Analysis of the relationship between school performance and resource allocation and use (including monetary, material, and human resources). Recognising typical difficulties encountered by elementary schools and investigating possible remedies to these problems, such as limited funding and different degrees of teacher competence (Abdul, 2020).

INDEPENDENT VARIABLE

Collaborative Management: The management concept that is often referred to as "collaborative management" encourages all parties concerned to have an active role in the decision-making process and the resolution of issues. Everyone in this sort of organisation, from the highest level of management to the workers on the front lines, contributes to the effort to achieve goals and overcome challenges. The goal of collaborative management was to increase both productivity and morale in the workplace by bringing together individuals who come from a variety of backgrounds, have had a variety of experiences, and know a variety of fields. In addition to fostering a culture of responsibility and devotion among the members of the team, the objectives of this approach were to improve decision-making performance and to stimulate creative thinking (Wong, 2023).

Relationship between an Investigation of Primary Schools in Malaysia and Collaborative Management: The purpose of this research on Malaysian primary schools is to get an understanding of the many factors that influence the effectiveness of education, with a particular focus on management practices. Collaboration in management techniques, such as inclusive decision-making and stakeholder participation, has a significant role in determining the level of success that these

institutions achieve. The purpose of this research was to investigate the application of collaborative management approaches in Malaysian primary schools to assess the impact that these techniques have on educational outcomes such as student performance and teacher satisfaction. Effective collaborative management has the potential to enhance school operations by fostering a more upbeat environment, boosting communication, and coordinating activities in the direction of achieving educational goals that were generally held in common. Because of this, the overriding objective of the research was to bring attention to how collaborative management improves primary schools in Malaysia. The expectation was that this would throw light on how these practices may be fine-tuned to raise the bar for both academic accomplishment and the quality of the curriculum (Zaid, 2022).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between An Investigation of Primary Schools in Malaysia and Collaborative Management.

H₀₁: There is no significant relationship between An Investigation of Primary Schools in Malaysia and Collaborative Management.

H₁: There is a significant relationship between An Investigation of Primary Schools in Malaysia and Collaborative Management.

Table 2: ANOVA.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48746.891	465	5655.517	1078.52	.000
Within Groups	2574.500	312	5.356		
Total	51321.391	777			

In this study, the result was significant. The value of F was 1078.52, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “**H₁: There is a significant relationship between An Investigation of Primary Schools in Malaysia and Collaborative Management.**” is accepted and the null hypothesis is rejected.

DISCUSSION

Several important findings and conclusions have been drawn from the study of the correlation between collaborative management and the overall success of Malaysian primary schools.

To start, elementary schools in Malaysia have a wide range of approaches to collaborative management. A more welcoming and friendly atmosphere was often seen at schools where several groups of people, including students, parents, and educators, were actively involved in making decisions. This conclusion was in line with what is already known from the literature: that group efforts have the potential to increase students' feelings of belonging and dedication to their school. On the other hand, some schools have adopted collaborative approaches to a much greater degree than others. Secondly, the research shows that students' academic performance improves when they work together under a manager. Student achievement tends to rise in schools where collaboration and collective decision-making are highly valued. A more concentrated effort to meet the needs of students, together with improved communication and alignment of educational objectives, was blamed for this. Research from other settings supports these results, which indicate that student progress is likely to improve when instructors collaborate more effectively. Teachers report more happiness and fulfilment in their work lives as a result of collaborative management approaches. Educators in schools that prioritize teamwork report higher levels of personal fulfilment and job satisfaction, which in turn boosts morale and productivity. This lends credence to the idea that inclusive management approaches have the potential to boost teachers' happiness, which has a knock-on effect on the school's atmosphere and productivity. To improve effectiveness, the research recommends that elementary schools adopt a collaborative management style. Primary schools in Malaysia can enhance educational performance and provide more supportive learning environments by tackling the highlighted obstacles and making the most of the development possibilities (Sani, 2022).

CONCLUSION

Here were some key takeaways from this study on the topic of collaborative management and its impact on Malaysian primary schools' overall performance. Key components of school success, such as student academic achievement and teacher satisfaction, were favorably impacted by collaborative management methods, according to the research. These practices include active stakeholder participation and shared decision-making. A more favorable school atmosphere and better academic results were two benefits that may be achieved when schools successfully use collaborative management practices. All of this lends credence to the idea that collaborative practices may boost organisational success by getting everyone in the school community more invested and involved. Nevertheless, the research also brings attention to several obstacles, such as limited resources and reluctance to change, that come with implementing collaborative management approaches. Maximising the advantages of collaborative management and attaining persistent increases in school performance requires addressing these issues. Finally, there is great promise in

improving educational achievements and establishing a more efficient and peaceful learning environment in primary schools throughout Malaysia by encouraging and facilitating collaborative management. To better incorporate collaborative management techniques into the educational environment, future research and policy activities should concentrate on overcoming the highlighted impediments.

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