

## AN EXAMINATION OF THE CONNECTIONS BETWEEN COLLABORATIVE LEADERSHIP AND THE GENERAL EFFECTIVENESS OF PRESCHOOLS IN MALAYSIA.

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### ABSTRACT

The effects of collaborative management strategies on the academic achievement of these Malaysian elementary schools are examined in this research. Malaysia is home to the elementary schools in issue. The findings will be based on an investigation into the impact of collaborative management methods on various indicators of school success, including academic performance, teacher contentment, and student outcomes. These methods include shared decision-making, team-based leadership, and stakeholder participation. This study examines the relationship between community engagement, school leadership, and teacher collaboration in primary schools. It uses quantitative and qualitative research methods to analyse data from many schools and find out how these factors might enhance the quality and efficacy of teaching. Many different types of schools contributed to the data set. The purpose of this research is to find out how well primary schools in Malaysia do when their administrators work together. The importance of collaborative management in improving educational results is becoming more acknowledged. This kind of management is marked by shared decision-making, cooperation, and active engagement among school administrators, teachers, parents, and other stakeholders. Student achievement, teacher contentment, and organisational effectiveness are some of the school effectiveness factors studied in this study. Primary schools in Malaysia were surveyed, interviewed, and observed as part of the study's mixed-methods methodology. The impact of collaborative management on day-to-day school operations may be better understood with the use of quantitative data analysed for patterns and correlations and qualitative insights. The research shows that schools with strong collaborative practices have more effective communication, more community involvement, and higher academic achievement. Resistant to change, variable degrees of stakeholder engagement, and limited resources are some of the major obstacles highlighted by the research as obstacles to implementing collaborative management. To overcome these obstacles, the researchers suggest a number of measures, including school-wide initiatives to increase transparency and trust, as well as leadership and professional development programs. Ultimately, the study's findings support the idea that collaborative management is an essential tactic for making long-term changes to Malaysia's education system, particularly in the country's elementary schools. Policymakers, educators, and school administrators may use the study's findings to improve education quality by implementing management approaches that are more inclusive and participative.

**Keywords:** Collaborative Leadership, Academic Effectiveness, Primary Education, Malaysia.

## INTRODUCTION

The value of collaborative management in enhancing the efficiency of educational institutions has been increasingly recognised by an increasing number of schools worldwide in recent years. Elementary schools were particularly in need of this since effective management practices have a significant impact on student outcomes, teacher satisfaction, and school success in general. Researchers in Malaysia were digging more into the effects of collaborative management methods on primary school efficiency in an effort to raise educational standards. Shared decision-making, collaboration, and mutual support among stakeholders are all part of collaborative management methods that may help create a healthy and productive school environment (Marippan & Yasin, 2020). Decisions were made with the full participation of all parties concerned, including school authorities, classroom teachers, parents, and students. Through the use of collaborative management, which makes use of many perspectives and experiences, a more accommodating and accommodating learning environment may be created. Student achievement, teacher effectiveness, and the overall school climate are three common metrics used to assess primary schools' success. However, these metrics are not without their limitations. However, there is still a lot of work to be done in terms of research into the specific nature of the relationship between collaborative management practices and key performance indicators in Malaysia. The purpose of this research is to determine whether or not primary schools in Malaysia that use collaborative management strategies have a more positive school atmosphere and higher levels of academic achievement. This study aimed to provide primary school teachers and politicians in Malaysia with information on the benefits and drawbacks of collaborative management in order to assist them make better decisions about how to run their classes (Adedigba & Sulaiman, 2020).

## BACKGROUND OF THE STUDY

The educational landscape in Malaysia was being transformed by a growing emphasis on enhancing the effectiveness and quality of primary schools. There was a strong emphasis on how management approaches help achieve these goals. Collaborative management, which encourages teams to work together to solve problems and make decisions, has been more popular in recent years, and the academic sector is no exception. In the decision-making stages of collaborative management, school administrators, teachers, parents, and students were all taken into account (Rafi et al., 2020). The idea behind this approach was that by including other perspectives, the researchers might create a more pleasant school environment, generate more innovative ideas, and ensure buy-in from everyone involved. In educational settings, this management style aimed to improve communication, teamwork, and the overall

running of the school. Research on collaborative leadership in education has shown promising results, suggesting that schools that use such strategies often see improvements in both organisational effectiveness and student accomplishment. However, studies examining the effects of collaborative administration on Malaysian primary schools are few. It is critical to comprehend this connection in order to raise student accomplishment and contribute to the attainment of national educational objectives (Amatan & Han, 2019).

### **PURPOSE OF THE RESEARCH**

The primary goal of this research is to find out how elementary schools in Malaysia fared after using collaborative management practices. By looking at how these methods were implemented, the study aims to determine how much of an effect they have on important variables including students' academic performance, their satisfaction with their instructors, and the school community. By documenting past struggles and future possibilities for better collaborative management, the study also aims to provide useful insights and solutions for raising academic performance.

### **LITERATURE REVIEW**

The findings indicated that collaborative management was playing an increasingly crucial role in enhancing organisational effectiveness. Even in schools, this was the case. Collaborative management at educational institutions has been associated with several positive outcomes. Inclusive decision-making, shared authority, and active engagement from all stakeholders are hallmarks of this leadership style (Toropova et al., 2021). Research suggests that these approaches have the potential to foster a more cohesive and supportive school atmosphere, an essential factor in improving academic attainment. Collaboration between administrators, teachers, and other stakeholders is associated with an increase in teacher satisfaction, educational aim alignment, and student achievement. For instance, collaborative management has the potential to boost innovation and problem-solving due to the many perspectives and experiences that individuals bring to the table. A growing issue in the Malaysian environment is the need to improve the quality of primary education via various means. Research on the effects of collaborative management on academic achievement in this setting is lacking, however. According to studies conducted all around the globe, collaborative management approaches in schools may increase engagement and motivation among both students and teachers (Fong et al., 2020).

### **RESEARCH QUESTIONS**

What is the impact of Leadership Support on an investigation of primary schools in Malaysia?

### **RESEARCH METHODOLOGY**

## RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at  $p < 0.05$ . A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data acquired via surveys, polls, and questionnaires, together with data altered by computing tools for statistical analysis.

## 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

The research relied heavily on data collected from a questionnaire survey. The survey included two parts: (A) a section asking participants to identify themselves according to their preferred method of contact (online and offline), and (B) a section asking them to rate various variables using a 5-point Likert scale. The bulk of the secondary material came from internet sources; however, it was culled from a wide range of sources.

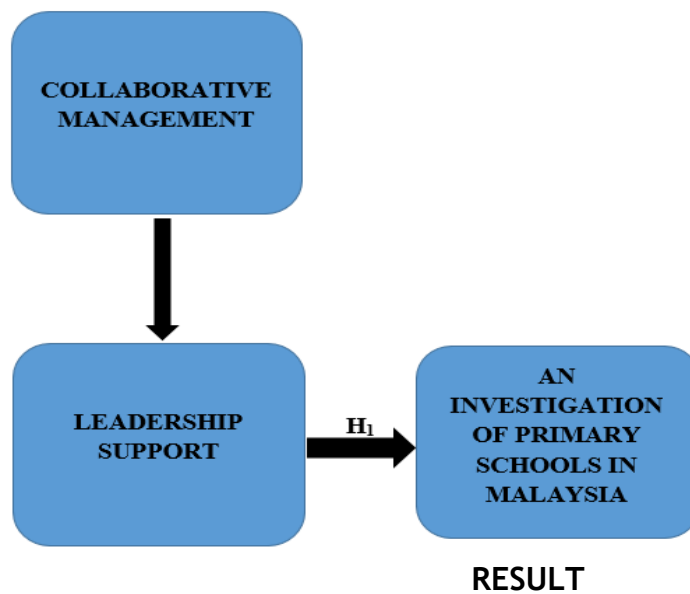
## STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

## STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

# CONCEPTUAL FRAMEWORK



**Factor Analysis:** One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .970

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.970 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

**Table 1: KMO and Bartlett's Test.**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The general significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. The sample adequacy according to Kaiser-Meyer-Olkin is 0.970. Using Bartlett's sphericity test, the researchers found a p-value of 0.00. Because the result of Bartlett's sphericity test was significant, the researcher understands that the correlation matrix isn't a correlation matrix.

## INDEPENDENT VARIABLE

**Collaborative Management:** "Collaborative management" is a style of management that promotes active participation from all stakeholders in making decisions and solving problems. There is a concerted effort to accomplish objectives and overcome obstacles from the very top of this kind of organisation all the way down to the front-line employees. By bringing together people with different experiences, perspectives, and expertise in different areas, collaborative management aimed to boost morale and productivity in the workplace. The goals of this strategy were encouraging team members to take ownership of their work and contribute to its success, as well as enhancing the group's ability to make decisions and spark new ideas (Hanif et al., 2020).

## FACTOR

**Leadership Support:** Support from leaders comes in the form of direction, words of encouragement, and materials that help people or groups carry out their duties and accomplish their objectives. The leader must provide guidance, address obstacles,

and guarantee that team members are on the same page in order to create an atmosphere that encourages creativity, cooperation, and productivity. Communicating expectations clearly, listening actively, providing constructive criticism, and inspiring and motivating others are all components of effective leadership support. Also included are supporting team members, helping them grow professionally, and making sure they have everything they need to succeed. There is no better way to foster trust, encourage responsibility, and keep morale high than with leaders who demonstrate strong support. In collaborative environments, leadership support is more important than ever before. It helps bring different viewpoints together, resolve disagreements, and build a common goal. Building strong teams, being flexible, and being resilient are essential for both people and organisations to achieve success in the long run (Hardiansyah & Mas'odi, 2022).

## DEPENDENT VARIABLE

**An Investigation of Primary Schools in Malaysia:** This study aims to provide a comprehensive examination of elementary schools by focusing on the many variables that impact their effectiveness and overall success. This study sought to better understand primary schools and their operations by examining key elements such as educational quality, management practices, resource allocation, and challenges faced. It also aimed to identify areas where these schools may need improvement. Examining how curriculum, pedagogy, and student engagement impact final exam results. See how various forms of administration and leadership impact school climate and productivity. An examination of how financial, material, and human resources (among others) are used in connection to academic achievement. Identifying common challenges faced by primary schools and exploring potential solutions to these challenges, such as insufficient money and varying levels of teacher competency (Haris & Budiarto, 2022).

**Relationship Between Leadership Support and An Investigation of Primary Schools in Malaysia:** Primary schools in Malaysia are highly dependent on leadership support in order to be successful. This is because good leadership greatly influences school performance and the climate for collaboration. In this regard, leadership assistance might take the form of initiatives to improve communication, boost teacher engagement in decision-making, and provide teachers with tools and chances for professional growth. Student results and school efficiency are impacted by strong school leadership that empowers teachers, fosters trust among staff, and creates a common vision for educational achievement. With the aid of leadership, primary schools in Malaysia may overcome obstacles like diversity and limited resources by working together to meet students' individual needs. In addition, the school's collaborative management style is strengthened when leaders connect with parents and the community while also actively supporting teachers. This ensures that all stakeholders work together to accomplish similar objectives. Therefore, the



backing of leadership is crucial for improving the overall efficacy of Malaysian primary schools (Jie & Kamrozzaman, 2024).

Since the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Leadership Support and An Investigation of Primary Schools in Malaysia.

**H<sub>01</sub>: There is no significant relationship between Leadership Support and An Investigation of Primary Schools in Malaysia.**

**H<sub>1</sub>: There is a significant relationship between Leadership Support and An Investigation of Primary Schools in Malaysia.**

**Table 2: H<sub>1</sub> ANOVA Test.**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	252	5655.517	1035.83	.000
Within Groups	492.770	525	5.356		
Total	40081.390	777			

The results of this investigation will have a substantial impact. With a p-value of .000 (less than the .05 alpha level), the significance threshold is reached with an F-value of 1035.83. Thus, it follows that “**H<sub>1</sub>: There is a significant relationship between Leadership Support and An Investigation of Primary Schools in Malaysia**” is accepted and the null hypothesis is rejected.

## DISCUSSION

Studying the relationship between collaborative management and elementary schools' overall effectiveness in Malaysia led to many significant results and conclusions. To begin, there is a great deal of variation in the methods used for collaborative management in Malaysian primary schools. School climates that encouraged participation from all stakeholders, including parents, students, and teachers, tended to be friendlier and more inviting overall. In keeping with previous findings in the literature, this study found that students' sentiments of belonging and school devotion might be enhanced via group projects. However, there is a noticeable disparity in the degree to which different institutions have used collaborative techniques. Second, when students work together under the guidance of an instructor, they tend to do better in the classroom. In schools that prioritise group work and consensus, students are more likely to succeed academically. The researchers can thank better communication and a unified set of educational goals, as well as a heightened focus on student needs, for this. Similar findings from other contexts lend credence to the idea that students will make better progress when



teachers work together more efficiently. The use of collaborative management practices has been associated with an increase in teachers' levels of job satisfaction. Schools that value collaboration among teachers have happier and more fulfilled teachers, which is good for morale and output. This provides support for the theory that inclusive management practices may improve teachers' well-being, which in turn improves school climate and efficiency. According to the study's findings, primary schools might benefit from using a more collaborative management style. By addressing the identified challenges and making the most of the opportunities for growth, primary schools in Malaysia may improve educational performance and create more conducive learning environments.

## CONCLUSION

Some important conclusions drawn from this research on the effects of collaborative management on the overall performance of elementary schools in Malaysia are as follows. According to the study, collaborative management strategies had a positive influence on student academic progress and teacher satisfaction, two key components of school success. Shared decision-making and active stakeholder involvement are examples of such methods. Successful implementation of collaborative management approaches in schools has the potential to improve both the school climate and students' academic performance. This provides support for the theory that collaborative practices have the potential to increase organisational effectiveness by fostering more investment and engagement from all members of the school community. While there are many benefits to collaborative management practices, the study also highlights several challenges, such as a lack of resources and resistance to change. Tackling these difficulties is crucial for making the most of collaborative management and achieving sustained improvements in student performance. Lastly, by promoting and enabling collaborative management, primary schools throughout Malaysia have a lot of potential to improve educational outcomes and create a more efficient and tranquil learning environment. Future research and policy efforts should focus on resolving the identified obstacles in order to enhance the integration of collaborative management strategies into educational settings.

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