

## AN EXAMINATION OF THE CORRELATION BETWEEN COLLABORATIVE LEADERSHIP AND THE OVERALL PROTOCOL OF PRESCHOOLS

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### Abstract-

The impact of collaborative management strategies on the scholastic achievement of preschools is the subject of this study. Academic achievement, teacher satisfaction, and student performance are a few measures of educational success that analyses to determine the effects of collaborative management approaches. Among these methods are stakeholder engagement, collaborative leadership, and shared decision-making. The connection between school leadership, teacher cooperation, and community participation in elementary schools is the focus of this research. It evaluates data from several schools using quantitative research methods to find out how these characteristics could improve the efficiency and effectiveness of teaching. The data collection included a wide range of educational institutions. This study's overarching goal is to find out how well primary school administrators work together. Everyone agrees that better educational outcomes may be achieved via collaborative management. School administrators, teachers, parents, and other stakeholders all work together under this management style, which is characterised by shared decision-making, collaboration, and participation. Student performance, teacher satisfaction, and institutional effectiveness are some of the aspects that this research seeks to understand in relation to academic attainment. Quantitative data analysis for patterns and correlations may help us understand how collaborative management has affected day-to-day school operations. There is evidence that schools that actively promote collaboration have better communication, more community participation, and better academic results. According to the study, the main problems with implementing collaborative management include stakeholders' varying levels of participation, few resources, and resistance to change. The researchers have come up with a long list of solutions to these problems, including leadership and professional development programs, and widespread attempts to increase trust and openness within schools. The results of this research might help educators, school administrators, and policymakers adopt more collaborative and inclusive management practices, which would ultimately lead to higher-quality education for all students.

**Keywords:** *Collaborative Leadership, Academic Effectiveness, Primary Education, Institutional Effectiveness, Policymakers*

### 1. INTRODUCTION

More and more schools throughout the globe have come to see the benefits of collaborative management in making their institutions run more smoothly. This was especially necessary for elementary schools since good management techniques greatly affect student results, teacher happiness, and the overall success of a school. To improve education, researchers were delving more into how collaborative management approaches affected the effectiveness of elementary schools. Collaborative management approaches, which include stakeholder support, shared decision-making, and teamwork, have the potential to improve school climate and performance. The school administration, classroom instructors, parents, and students were all actively involved in the decision-making process. A more

welcoming and supportive classroom setting is possible via the use of collaborative management practices, which draw on a wide range of expertise and viewpoints. Primary schools are often evaluated based on three main criteria: student accomplishment, teacher effectiveness, and the general school atmosphere. Having said that, these measurements aren't perfect. Much more study is needed to understand the exact nature of the correlation between KPIs and collaborative management methods (Chao et al., 2025). This study aims to analyse the relationship between collaborative management practices and school climate and academic performance in primary schools. The purpose of this research was to help legislators and primary school teachers weigh the pros and cons of collaborative management so that they may make more informed choices on classroom management (Verheijen-Tiemstra et al., 2024).

## **2. BACKGROUND OF THE STUDY**

The educational landscape was shifting as a result of a growing emphasis on enhancing the effectiveness and quality of primary schools. A lot of weight was given to management practices that help achieve these goals. Collaborative management approaches encourage cooperation in making decisions and addressing problems, and the academic sector is no exception. Every member of the school community—administrators, parents, and students—was involved in making decisions as a team. The researchers sought a diverse range of opinions in the hopes of enhancing the school atmosphere, generating new ideas, and gaining consensus. Improved school operations, including communication and collaboration, were the results of using this management style in educational settings. Studies have shown that when schools use collaborative leadership techniques, both organisational effectiveness and student success improve. The effectiveness of collaborative administration in primary schools has been the subject of few research. This connection must be understood if we are to assist students in succeeding and the nation in achieving its educational objectives (Sidney, 2025).

## **3. PURPOSE OF THE RESEARCH**

Our primary goal in conducting this research was to identify the outcomes of collaborative management strategies used in primary schools. The purpose of this study is to analyse the techniques' execution and determine how much of an effect they have on important variables including student success, teacher satisfaction, and school climate. The project aims to document past difficulties and future possibilities for better collaborative management, in addition to trying to provide practical solutions and insights for increasing academic achievement.

## **4. LITERATURE REVIEW**

According to the results, collaborative management was becoming more important for improving the efficiency of organisations. This was true even at educational institutions. Several beneficial results have been linked to collaborative management at educational institutions. This kind of leadership is characterised by open communication and participation from all parties involved in making decisions. According to studies, these methods may help create a more harmonious and encouraging school environment, which is crucial for improving students' academic performance. Teachers report higher levels of satisfaction with their work, more agreement on educational goals, and higher student accomplishment when administrators, teachers, and other stakeholders work together. For example, when people bring different life experiences and viewpoints to the table, collaborative management may increase creativity and problem-solving abilities. Improving the quality of elementary education via different approaches is becoming an increasingly pressing problem in society. Unfortunately, there is a dearth of studies that examine how collaborative management impacts academic performance in this particular context. Research from all around the world suggests that collaborative management practices in schools have the potential to boost motivation and engagement in the classroom (Owan et al., 2022).

## **5. RESEARCH QUESTIONS**

- ❖ How does creative thinking and problem affect investigations of primary schools?

## 6. RESEARCH METHODOLOGY

### 6.1 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.

### 6.2 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.

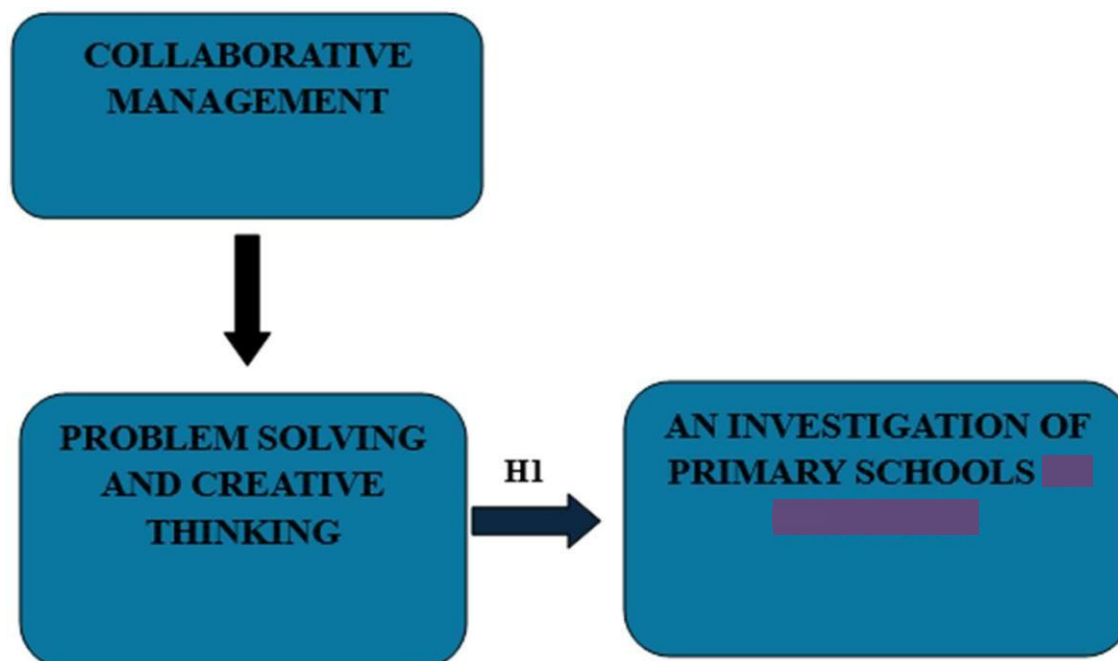
### 6.3 Data and Measurement:

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.

**6.4 Statistical Software:** The statistical analysis was conducted using SPSS 25 and MS-Excel.

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

## 7. CONCEPTUAL FRAMEWORK



## 8. RESULT

### • 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 .989

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

df=190

sig.=.000

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

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.965
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.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 0.965. 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

A style of leadership known as "collaborative management" promotes group problem-solving and decision-making

by bringing together all relevant stakeholders. Everyone from upper management on down to the front line works together in this kind of organisation to accomplish tasks and overcome obstacles. Collaborative management sought to boost morale and productivity by bringing together people with different backgrounds, experiences, and skill sets. The goals of this method were to improve the group's ability to make decisions, encourage team members to take pride in their work, and generate new ideas (Mlinarevic et al., 2022).

#### ❖ **FACTOR**

##### • **Problem solving and creative thinking**

To find a solution to an issue, one must do research. On the other hand, there are cases when the root of an issue is not immediately apparent. When people have different ideas about what the issue is or when time is of the essence, this might happen. Regardless of whether the issue has been identified or not, creative problem-solving may help you explore alternative solutions in such circumstances. Unlike other innovative approaches, creative problem-solving promotes the exploration of open-ended ideas and is less regimented. Creativity and the cultivation of fresh viewpoints are further areas of emphasis. Coming up with original answers to difficult problems: User research doesn't always do a good job of showing how complicated a situation is. Creative problem-solving does not need this knowledge, unlike other innovative techniques. Leaders in business must be nimble and responsive to the ever-shifting demands of their industries. Overcoming obstacles and finding answers to unusual difficulties are both aided by creative problem-solving. Supporting development and innovation: Creative problem-solving not only yields answers but also generates novel ideas that drive business expansion. These concepts might result in brand-new offerings, enhanced services, or a reorganized business model. Discover innovative solutions to your company's challenges via design thinking and innovation. Conventional problem-solving methods are not creative. Creative problem-solving uses two primary tools to find solutions: divergence and convergence. Divergence generates ideas in response to a problem, while convergence narrows them down to a shortlist. It balances these two practices and turns ideas into concrete solutions (García-Martínez et al., 2022).

#### ❖ **DEPENDENT VARIABLE**

##### • **An Investigation of Primary Schools**

This study aims to examine elementary schools in depth by looking at all the many aspects that impact how well they work and how much students learn. Examining critical aspects such educational quality, management techniques, resource allocation, and challenges faced allowed this study to get a deeper grasp of primary schools and their operations. Discovering how these schools may improve was its secondary goal. Examining how changes in course material, pedagogy, and student engagement affect final grades. Find out how various styles of school administration and leadership affect student motivation and performance. An examination of the connection between academic achievement and the use of different resources, such as financial, material, and human capital. Issues like insufficient budget and inconsistent teacher competency are common in primary schools, so it's important to assess the situation and study potential solutions (Fonsén et al., 2023).

##### • **Relationship Between Problem Solving & Creative Thinking and An Investigation of Primary Schools:**

The education system has undergone several transformations throughout the years. These include the introduction of technological tools into classrooms. In order to thrive in today's schools, principals need to be able to adapt to a constantly shifting environment and have strong problem-solving abilities. School administrators are entrusted with a multitude of duties and are required to learn new skills in order to effectively oversee their schools. The creation and subsequent need to teach and acquire new talents are a modern phenomenon. Changes in pedagogy and other aspects of student instruction have been revolutionary in recent decades. Information is shared. The topic of the role and pedagogical practices of teachers was highlighted by the change from a teacher-centered to a learner-centred approach. Thus, it is often believed that a principal is competent in effectively managing the school when they are

promoted from the position of teacher. Academic staffs look to the principal to guide them in curriculum and technology-related aspects of instruction. To put it simply, a principal has to have a background in school administration. The tacit information he had acquired as a senior instructor, along with his prior experiences, aids in decision-making. Still, not every head of school is a natural leader (Mullick et al., 2025). While some administrators have been instrumental in elevating their schools to national prominence, others have just "administered" their institutions. Numerous outstanding principals are lauded for their accomplishments and are classified as innovative principals. Having said that, how does one define "creative problem solver"?

Since the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Problem Solving & Creative Thinking and An Investigation of Primary Schools.

***H<sub>01</sub>: There is no significant relationship between Problem Solving & Creative Thinking and An Investigation of Primary Schools.***

***H<sub>1</sub>: There is a significant relationship between Problem Solving & Creative Thinking and An Investigation of Primary Schools.***

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

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	319	6655.517	1046.794	.000
Within Groups	492.770	458	6.358		
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 1046.794. Thus, it follows that "***H<sub>1</sub>: There is a significant relationship between Problem Solving & Creative Thinking and An Investigation of Primary Schools***" is accepted and the null hypothesis is rejected.

## 9. DISCUSSION

This research examined the relationship between collaborative management and the overall performance of primary schools. Its results and conclusions are significant. To begin, there is a great variety of collaborative management strategies used by primary schools. School climates that encouraged participation from all stakeholders, including parents, students, and instructors, tended to be warmer and more inviting overall. This study's findings that students' sense of belonging and school devotion may be enhanced via group projects are in line with previous studies. However, there is a discernible difference in the amount of collaborative methodology applied by different colleges. The second is that student-teacher partnerships boost academic achievement. When kids are motivated to collaborate and find common ground, they tend to do better academically. Better communication, a common goal for education, and a focus on students' needs are to be thanked by the researchers for this. The idea that students would gain from teachers collaborating more efficiently is backed by comparable outcomes in other contexts. Research shows that when collaborative management practices are implemented, instructors are more satisfied with their job. Schools that value collaboration among teachers have higher morale and more productive teachers. Based on the findings, it seems that schools may have a more pleasant environment and higher production levels if administrators put the well-being of their teachers first. According to the study, a more cooperative method of management could be beneficial for



primary schools, according to the study. By addressing the identified challenges and making the most of the growth opportunities, primary schools may improve educational performance and create more conducive learning environments.

## 10. CONCLUSION

The results of this research on the effects of collaborative management on the general effectiveness of elementary schools may be summarised as follows. Collaboration in management was shown to have a favourable effect on key indices of educational effectiveness, such as teacher satisfaction and student accomplishment. Some examples of such methods include including stakeholders in the decision-making process and encouraging their active involvement. When implemented properly, collaborative management solutions have the potential to improve not just the learning environment but also students' academic performance. Collaboration strategies may increase organisational effectiveness by fostering more engagement and participation from all members of the school community. Collaboration in management has many benefits, but there are also some drawbacks that have been highlighted by the study. These include resistance to change and a lack of resources. Tackle these issues head-on if you want to reap the rewards of collaborative management and see improvements in student performance that last. Finally, a more harmonious and fruitful learning environment and improved academic outcomes might be achieved by primary schools via the promotion and encouragement of collaborative management. Research and policy efforts in the future should centre on finding better ways to incorporate collaborative management methods into educational environments. We need to take care of the problems that you pointed out.

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