

The Practice of Collaborative Synergistic Leadership among Malaysian Primary School Science Head Department

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Abstract: The practice of collaborative synergistic leadership among head of the primary school science department has used descriptive quantitative design. Synergistic collaborative work is one of the ways collaboration should be practiced in primary schools to enhance teachers' ability and effectiveness of teaching and learning thus helping to boost achievement in science education. The purpose of this descriptive study was to identify the level of leadership knowledge of the collaborative synergy of the science department and to identify the level of management skills possessed in the department management practice. A total of 45 head department from primary schools in Klang district, Malaysia were selected as respondents of this study for the purpose of sampling. The questionnaire used in this study was modified from Mohd Anuar (2007) and Zainorazlin (2001) and Syek (2007) to meet the objectives of the study. The Siegle Reliability Calculator was used to analyze the study data. The results of a pilot study in 25 primary schools showed that the level of collaborative synergy leadership knowledge and management skills in the Science Department were high, yielding a .83 Cronbach alpha. As a result of this pilot study, researchers have proposed several steps to improve and improve the instrumentation and methodology of collaborative synergy leadership research in schools.

Keywords: Leadership, Collaborative synergy, Head department, Primary school

Introduction

The education world in Malaysia today has faced global and liberal challenges in managing an educational institution (Eizuan & Asmah, 2019; Ming 2006). The effectiveness of leadership and management of a school is also influenced by differences factors such as school culture, communication, decision making and more. Instructional leaders also need to build collaborative networks among head teachers, teachers, parents, the surrounding community and working with schools local, domestic or foreign (PPPM, 2013 -2025). This is a collaborative network that is a three-party or three-way partnership is known as a collaborative synergy while leadership means something leadership or management skills (Eizuan & Asmah, 2019). A combination of the two these words can be defined as the power of leadership to form partnerships and a three-way or three-party collaboration on a common goal to achieve the same vision and mission.

This study will measure the practice of collaborative synergy leadership encompasses programs of cooperation implemented by the participating schools covers planning, instructional, monitoring and evaluation / assessment. Knowledge existing collaborative synergy leadership can be interpreted through observation the interaction of head teachers with teachers in real school activities in examples; planned meetings, unplanned meetings and others on collaborative leadership practices and the role of instructional leaders (Azlin and Roselan, 2007; Rubin, 2009). This statement was reinforced by Spillaine (2006) who explains that the practice of instructional leader leadership is referring to the actions of the leader himself. Therefore, researchers want to understand how knowledge works there are instructional leaders like the chair of the science committee in leadership practice. These collaborations are being implemented to help preserve science education.

Research Background

Accordingly, the sustainability of science education has been set through the design of the Science curriculum in line with Timss's recommendations and requirements. By Therefore, it is a challenge that should be shared by everyone especially instructional leaders to improve school Science education achievement national. This includes parents and stakeholders such as the Education Center Teachers and the private sector.

In addition, primary schooling is a very complex process challenging because it involves several elements namely intellectual, interpersonal and spiritual (Richard, 2010). Therefore, primary school leadership also needs to be proficient in teaching primary school through different teaching methods and strategies from one grade to another others to meet the needs of students in each unique and unique class.

In addition, the effectiveness of a learning has been described by Reynolds and Muijs (2016) is dependent on the improvements made by leaders instructional in example, positive expectations on students' abilities, their classroom structured and systematic, emphasizing students' importance academic achievement especially in science subjects, good time management, set goals for a lesson that is taught, has a variety of teaching strategies, effective questioning methods and provide strong support to students and provide a comfortable learning environment in the classroom.

Accordingly, the Chair of the Subject Committee is the instructional leader and middle managers need to understand their leadership goals in order to recognize, understand and carry out responsibilities as curriculum managers and leaders at school more effectively. They also need to be aware of and understand that leadership is a process that interacts with individuals through one's behavior to encourage them to work towards achieving their organizational goals (Curriculum Development Center, KPM. 2001). This is the same as Shafila's statement (2008) that management of an educational organization must follow its direction has been outlined by each of those institutions. As such, the aspect of identifying collaborative leadership knowledge is synergy among instructional leaders in primary schools should be seen as a key focus to help improve professionalism among committee chairmen science that is the leader of the middle school curriculum at the national school.

Problem Statement

This study was carried out by reference to some of the findings of the previous study demonstrates the role of collaborative leadership and community sensitivity surroundings are very much needed in establishing a complex relationship at school for creating greater success in schools (Mohd Salleh Mahat, 2004). Sharing smart is a mechanism that is synergistic to all involved because school improvement and community development are interdependent each other. This is because sharing within the community around the school is for the need for schools to focus on assurance of resource needs, increasing student numbers and school finances but still less giving focus on improvement opportunities in learning especially in the subject science (Bush, 2009; Lumby, 2009).

However, the current study focuses more on the relevance of leadership collaborative with teacher relationship factors, cultural factors and teamwork factors (Shek, 2007) at a school and there is still a lack of relevant research with the study of collaborative leadership knowledge among leaders instructional such as committee chair, school and science subjects. Most studies the leadership that investigators are investigating today is more about discussion related to the role of the school principal or the headmaster as the instructional leader whereas the real need is found in the method of distribution leadership that is the driving factor in improving school performance (Day and Sammons, 2013). Spillane and Harris and others are leadership researchers previous distributors have conducted research that focuses on partnerships leadership between the headmaster and committee chair, teachers and parents or both community. As such, teamwork is a common feature in research writing management science but actually the school environment does not build the organization team based on organizational structure factors and educational career patterns hierarchical (Mohd Najib and Beng, 2011). This has given us a strong reason to researchers that such a study is necessary and appropriate implemented to bridge the knowledge gap in this area and beyond closing the existing research gap.

Further, the research of professional development of science teachers is still simple and teacher-driven science is still less active in playing a role in boosting interest students through science programs (Kubilay and Ozden, 2012). Mohamed Najib and Beng (2011) also stated that the school administration was accustomed to working team but many teachers are comfortable with the way they work. It will thwarted efforts to create a collaborative culture and partnership among teachers science.

Several steps and efforts are being made to enhance professionalism and science teacher competence through the active role of the chair of the synergy in a synergy collaborate with various parties and not just focus on school administrators and a science teacher on the committee but also includes the chair of the other school science committee at the same area or establish a network of relations with the local private sector and the surrounding community to help science teachers through smart synergy. Sharing ideas and expertise to improve school performance can be created within the community nearby schools or groups in order to produce levels creative thinking among science teachers.

However, no studies have been conducted on collaborative knowledge between principals environmental or group science committee. Lack of empirical data related to collaborative leadership knowledge among leaders the science committee has encouraged researchers to conduct quantitative research to study this level of collaborative leadership knowledge.

Previous studies have focused on collaborative management studies on comprehensive quality management, school effectiveness and even school progress (Shek, 2007). In addition, existing studies focus only on those factors influence collaborative management while Mohamed Najib and Beng's (2011) study also discusses the job satisfaction of instructional leaders in general, not specific to committee chair and science subjects.

Therefore, this study was conducted to identify the leadership practices of the chairman of the committee, especially in conducting three-way relationships or synergies collaborate between administrators and school science teachers and those in the environment as well as partnering with external (private) parties to establish a partnership can have a positive impact on their respective schools especially enhance the professionalism of science teachers and the T&L quality of teachers in the classroom.

Research Aim

The research aim is to identify the relationship of the synergy leadership practices collaborative with management skills among the chair of the science committee and the relationship of management skills among science committee chairmen with professionalism of science teachers in the T&L of science subjects.

The research question of the study is: How is the practice of collaborative leadership synergy between science leaders and management skills among science committee chairmen? What is the management skill of the chair of the science committee with science teacher professionalism in T&L science subjects?

Following the research questions, two null hypotheses are developed in the study:

Ho 1. There is no significant difference between synergy leadership practices collaborative chair of the science committee with management skills among the chair of the science committee.

Ho 2. There is no significant difference between management skills among others head of science committee with professionalism of science teacher in T&L science subject.

Literature Review

The primary education programs provided in Malaysia are of two levels Level One (Year One, Two and Three) and Level Two (Year Four, Five and Six). Basically, primary education is provided to students between the ages of 7 and 12 year is to provide a solid foundation in reading, writing, counting and measuring (4M); introduction to basic concepts of science; skills pravocational; generic skills and the application of pure values (Educational Policy National, MOE, 2012a) and the goal of lower education is in accordance with Philosophy National Education (FPK). Primary education is also fundamental to development and the development of cognitive, affective and psychomotor domains of students in line with FPK (KPM, 2012b).

Further, science education in primary school is in two stages Level One focuses on the process of building understanding, skills and applications while science Two, while Level Two aims to strengthen understanding and skills the process of science among students in order to apply the concepts of science already learned into everyday life effectively (Three Year KSSR Review, MOE, 2018). According to Sufean (2008) this level of primary education is important science knowledge to solve problems and think in logical steps and right. Thus, there are many interesting teaching and learning (T&L) methods student interest can be used by teachers to

further Science knowledge creative. In addition, at this stage students should also be encouraged to explore through the experience and knowledge generated by the teacher.

In addition, the instructional leader is also an expert in classroom teaching. Therefore, to be an instructional leader effectively, those who have been appointed must know their role as leaders instructional and knowledgeable about T&L in the classroom. In addition therefore, instructional leaders also need to develop collaborative activities with leaders other instructional tools to enable the sharing of ideas generated in the process preserving primary school science education. According to Norazlinda and Surendran (2016) teacher autonomous and collaborative practices can lead to increased teacher commitment and teachers' trust in school principals. This statement is also in line with reality Lokman and Muzammil (2008) explain that when collaborative and collaborative exists between the teacher and the chairperson of the committee will be able to increase teacher engagement and can provide the best service to the school. Both of these statements can motivate great teachers to face challenges and change demands high creativity and endurance as they carry on their tasks and a very complex responsibility to achieve Malaysia's educational goals.

Furthermore, school management and leadership skills are important for produce world-class, quality education leaders. According to Abdul Ghani et.al (2010), leadership is defined as the influence of its followers can make changes to achieve the goals of a school organization development and school performance. What Abdul Ghani e.al (2010) stated in parallel with Spillane (2006), such as leadership activities such as supervision, chairing school meetings, administration and management is a process interactions that catalyze an individual or group of people an organization (Spillane, 2006). This is because of the way collaborative leadership is leadership accordingly and this is in line with its distributive leadership cited by Spillane (2006) and Harris (2015) who also explain that distributive leadership is related to the collaboration of an organization.

In addition, Spillane and Healey (2010) and Fullan (2012) also suggest that more research on distributive studies needs to be conducted that focuses on the role of instructional leaders so that distributive leadership can be understood and further enhancing school success. The role that needs to be played by Instructional leaders such as head teachers and committee chairmen have been described by Fullan (2012) by stating that instructional leaders support their efforts teachers to collaborate with colleagues from other schools it is important to achieve the school's success and objectives. This is also supported by Freedman and Cecco (2013) in their study showed that leadership can influence the learning of the students in the school along with their attitude towards each other believe in the trust of the school community. Next, the instructional leaders (head teachers and committee chairmen) should also be prepared face the challenge of making any change in the character and spirit large (Many, 2009). This is in line with national education policy implementation measures namely, enhancing collaboration between schools and the community and the school network in example, international student networks (KPM, 2012).

Therefore, this issue should be viewed from perspective of the process of building leadership knowledge and not from a behavioral standpoint and the attitude of the headmaster and any other instructional leaders such as committee chairmen like the findings of previous studies. According to Abdul Ghani et.al (2010), the belief that characteristics leadership is a talent and its legacy must be revisited for leadership is a process that everyone can learn. Therefore, all the statements and basics raised by this researcher are possible was used as a basis for the process of measuring the level of collaborative leadership knowledge among the science committee chairmen in the primary school and subsequently evaluate the skills managing them to enhance the professionalism of science teachers in collaborative synergy in pdpc science subjects.

Methodology

This study used a survey method through a descriptive questionnaire. This method makes it easy for researchers to gather information on the level of knowledge collaborative synergy leadership and management skills among science committee chairmen on the professionalism of science teachers in the T&L of science subjects. Research method the descriptive can explain the issues related to the current status related to areas studied based on existing phenomena (Creswell, 2009).

Sample

Samples are the type of sampling used and the actual study location will be conducted in the Klang district of Selangor that will involve all the science committee leaders in the school a nation of 45 people according to

Cohen's proposal (1988) taking into account effect size, sampling error and significant level research. Based on the context of this study, the confidence level used is at 95% with a sampling error of 1.0%. Prior to conducting the actual study, the researcher first conducted a two-time pilot study of questionnaire instruments involving 25 national schools with the purpose of determining reliability and validity on the questionnaire. Reliability is a benchmark shows the consistency between the two measurements on the same thing for prove the existence of variance from the measured sample and the score of an object the instrument is stable and consistent after the same instrument is administered repeatedly on different times (Creswell, 2009).

High reliability indicates minimal variance error measurements while low reliability can result in errors large in the measurement because the statistical test cannot detect the actual difference when there is a difference. The higher the level of reliability, the higher the level confidence in the instrument to be tested. The reliability coefficient value is calculated for determine the overall quality of the instrument test. 'Cronbach's coefficient test alpha 'is used to analyze pilot study data to estimate reliability of each question component in the questionnaire.

Instrumentation

The questionnaire instrument consisted of two sections; Part 1: Background of respondents and Part 2: Schools Science Committee as effective work organizations

Part 1 contains respondents' background in terms of age, gender, status marriage, academic and test approvals, teaching options, work experience and teacher involvement in curriculum and co-curriculum. Number of questions contained in part 1 is 10 questions. Respondents should only mark (/) in the room provided. Meanwhile, section 2 contains 35 scale-related questions related to schools as an effective organization. Researchers included 7 elements in the questionnaire in this area of leadership elements, goals, communications, collaborations, problem solving, responsibility and relationship building. The results of this study will be analyzed descriptively for part 1 of the mean, median, mode and percent.

Meanwhile, part 2 researchers will analyze the t-test will use the "Siegle Reliability Calculator" Software in the Microsoft Excel application. In this study, t-tests were used to compare two-min variables independently whether it has statistically significant differences. The t-test was also used to test hypotheses 1 and 2 as shown in Table 3.1, there is no significant difference between levels of knowledge the leader of the collaborative synergy of the science committee with management skills chair of the science committee, and there are no significant differences between skills management among the chair of the science committee with the professionalism of the science teacher in T&L science subject.

Table 3.1. Hypothesis and t-test

Symbol	Hypothesis description	Test Value t
Ho 1	There was no significant difference between the leadership synergistic leadership of the science committee and the management skills of the science committee chair.	$p \leq 0.05$
Ho 2	There was no significant difference between management skills among science committee leaders and professionalism of science teachers in the T&L of science subjects.	$p \leq 0.05$

Findings and Discussion

Table 4.1. Questionnaire analysis using the Cronbach Alpha test

Instrument Section	Element	Num.Original Items	Num.items fixed	Alpha 1	Alpha 2
Section 2: Schools science committee as an effective organization	Knowledge of Leadership The goal Communication Problem solving Joint Engagement Responsibility Relationship of vision	35	5	0.80	0.86

Based on Table 4.1, Cronbach alpha calculations are used to generate coefficients reliability to determine the degree of internal consistency of the study instrument. After pilot study 1, the alpha coefficient values for the questionnaire are given in Section 2 about the school element as an effective organization is 0.80. While pilot study 2, the alpha coefficient values for the questionnaire are in Section 2 about the school science committee element as an effective organization is 0.86. Average value Cronbach alpha in this pilot study was 0.83.

The first pilot study was conducted in February 2019 involving 20 national primary schools in Malaysia. The purpose of pilot study 1 is identifying language problems and understanding the content of the instrument. The respondents of the survey were asked to state any difficulties from the questionnaire answered to ensure that a valid questionnaire was administered. Next, the researcher sit together with expert teachers and master trainers Malay to identify problems in the instrument items in terms of language and comprehension the contents of the instrument. In addition, it aims to ensure that the items in question does not contain elements that are sensitive to any of the parties involved.

Next, is to identify the time period required by the respondents survey to complete the questionnaire and the time taken by the survey respondents is within 30 minutes. This means the instrument can be completed within set time. The benefits of instrument administration in the pilot study stage 1, some items with unclear conceptual meaning have been corrected in terms of adjustments language and semantics in terms of spelling errors and sentence structure in the study instrument.

After review of each instrument item, pilot study 2 was conducted in April of 2019 involving 20 science committee chairmen at 20 primary schools. The purpose of the pilot study 2 is as one way check and balance to make sure the items in these surveys are within reach the best confidence before starting a real study. Investigators are still here consider feedback and suggestions related to the item contained in it instrument by the respondent if any.

Conclusion

This study is important to move on to the actual study stage to fill in the gaps of existing studies and to add empirical data related to collaborative leadership studies.

The pilot findings indicated that the set of instruments to be implemented at the actual study stage had a high reliability value of Cronbach alpha 0.83. Researchers have also considered the comments and improved the research instruments so that the data collected will meet the research objectives, answer the research questions and be able to reject or validate the research hypothesis more accurately.

Recommendations

Although research on leadership in collaborative synergy among science committee leaders has shown good results during the pilot study and will continue to be true, researchers are still convinced that this collaborative synergy study still has a lot to do with future researchers focusing on the relationship between collaborative synergy leadership and student academic achievement in science subjects.

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