

Relationship between Professional Learning Community (PLC) Practices and Teachers' Efficacy among Secondary School Teachers in Malaysia

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Abstract

The study was conducted to examine the relationship between the Professional Learning Community (PLC) practices and the level of teachers' efficacy among Form Six (pre-university level) teachers in Malaysia. The study, conducted in four districts in Sabah, one of the states in Malaysia, was participated by 108 respondents. Findings show that there is a relationship between the PLC practices and teachers' efficacy but at a moderately high level. However, there is no difference in terms of efficacy level based on the major area of teaching, and the similar outcome obtained from the perspective of subjects being taught. Findings also show that there is a difference based on teaching experiences. Teachers who have been in the service more than 10 years have high level of efficacy compared to those who has less than three years of teaching experiences. Based on the findings, the researcher able to conclude that PLC is part of the teaching and learning culture among the members of the school community while the relationship between the PLC practices and teachers' efficacy is seen as a positive development and has significant role in determining the achievement of schools and the students at large.

Key words: Pre-university, School community, Positive development, Education, Teaching and Learning activity.

1. Introduction

The school is one of the educational institutions that has paramount tasks and responsibility in achieving the national agenda and goals, including in Malaysia, whose education system is based on the National Education Philosophy. Therefore, in order to produce knowledgeable, skilled and versatile citizen, there are several things that need to be given holistic attention by respective stakeholders. In this regard, members of the school community need to develop the capacity and capabilities of members that are involved, especially the teachers who are directly involved in bringing the changes (Zuraidah, 2010). Teachers as the agent of changes need to work with other stakeholders to further strengthen the students' achievement and development. To ensure that changes targeted for occur in a consistent and comprehensive manner, the

members of the school community also need to ensure that the initiative begins from the bottom and top. Thus, teachers need to be nurtured with a culture of teaching in a collective manner, and to achieve the targeted goals, school leaders and teachers have been trained by the Ministry of Education Malaysia (MoE) to enhance their professionalism. For example, the Teacher Education Division has introduced the Professional Learning Community (PLC) approach to ensure the sustainability of teachers' and their teaching quality.

Professional Learning Community and Teacher's Efficacy

The PLC is seen as a framework that is effective to measure the occurrence of paradigm shifts among teachers and at the school level. According to Roslee (2011), while the teachers could help each other in their undertakings, the PLC actually provides space to create an environment that allows them to work together for the betterment of the schools and to achieve education system mission. Under the environment of working together in implementing ideas shared as intellectuals entrusted to impart knowledge, the community of educators practically applies the learning theory. The practices of PLC consist of several identifiable features such as the sharing of values, the application of learning methods collectively, the mutual sharing of practices in learning and subsequently co-leadership that is always mutually supportive. The quality of teachers also meets with continuous improvement, especially those related to the quality of teaching that aims to lead to improve students' performance. At the same time, school leadership also focuses on improving students' achievement.

Teachers in developed countries employ a variety of components that available in the PLC approach, including the use of teaching activities among fellow teachers, peer support methods and demonstrations, collaborative teaching and smart partnerships between external and internal members of school community. The learning and teaching environment that could improve students' achievement is also one of the main objectives of the Malaysian education system.

We need to accept the fact that the PLC culture is something new for the members of school community in Malaysia. The PLC practices have been in use since the introduction of a new position in the education system – the School Improvement Specialist Coaches (SIC+ Officers) in year 2013. Those appointed as SIC+ Officers are teachers who have been trained and assigned to monitor low-performing schools, especially in the rural areas. The officers have accepted the PLC as latest elements in the learning and teaching process that encompasses principals, assistant administrative assistants, and the students themselves. The PLC is inseparable from the duties of teachers, who plays an important role in the teaching and learning process. Gagne (1992), through his writing entitled "The Condition of Learning", emphasizes that teaching and learning is a task or activity that undertaken jointly by the students and teachers. According to DuFour (2007), the PLC is being practised by the teachers in various approaches, including team teaching by teachers with the support of co-teachers, and subsequently lesson demonstrations, buddy support system and collaborative teaching where lesson study activities in collaborative teaching is popular.

For more than two decades, teacher's efficacy has been defined as a condition in which a teacher believes that he or she could influence student's behaviour and their academic achievement,

especially among students who has disabilities or poor learning motivation (Guskey & Passaro, 1994). In general, efficacy is self-effectiveness which refers to a person's belief in his or her ability to perform the behaviours required to produce maximum level of performance and achievement (Bandura, 1997). Self-effectiveness also reflects confidence in one's ability to master their motivation, behaviour and social environment. The concept of teachers' efficacy is based on the role of the teachers themselves. In most studies, teachers' efficacy is assessed and viewed in terms of teachers' involvement in implementing teaching and learning activities. Meanwhile, according to Gibson and Dembo (1984), teachers' efficacy refers to teacher's ability to produce positive improvement among students.

The study by Gibson and Dembo (1984) also shows that low-effective teachers are lack in seriousness in improving students' weaknesses, and furthermore they tend to evaluate a student based on their intelligence regardless of students learning preparation and only provides well and effective treatment to the brilliant students (Ashton et al., 1983). According to Salkind Neil (2009), several factors influence the level of self-efficacy, namely (i) enactive mastery experience), (ii) vicarious experience), (iii) verbal persuasion), (iv) emotional and physiological states, and (v) imaginal experiences.

Problem Statement

Teachers are always seen as an important pillar that will ensure the achievement of students and the school as a whole. Therefore, the role of teachers in ensuring the quality of teaching and learning is vital. However, a study conducted by the Academy of Higher Education Leadership (AKEPT), Malaysia shows that only 12% of teaching activities has reached a high standard, while 50% is not being delivered vigorously (Ministry of Education Malaysia, 2012). Therefore, the teachers need to be sensitive to the current education needs and strive to add value to the quality of teaching process. This issue is reinforced by the level of achievement of students in the Malaysian Higher Education Certificate (STPM) or Form Six examinations over the past five years in the North West Coast Division, Sabah – recorded the lowest place for three consecutive years from 2012 to 2014 and showed a slight improvement in 2015 and 2016.

Teachers are facing various challenges when conducting teaching and learning sessions, and most of them don't have in-depth information on the content of the subjects that they are specialised in. This kind of situation is not only experienced by junior teachers and among non-option subject teachers, but also by long-serving teachers. According to Feiman-Nemser (2006), junior or novice teachers are normally designated or assigned with 'difficult' and challenging classes when starting a teaching career, resulting in not being able to adopt effective methods and techniques in short period of time, and thus subsequently affecting the quality of teaching and learning process, and thwart efforts to achieve the educational goals that have been set.

As this is a general development, Mahaliza (2014) stressed that teachers' education needs to be continuously improved so that teaching knowledge and skills are in-line with current educational developments. In addition, there are teachers who choose to do planning and carry out the teaching and learning activities on their own as they feel embarrassed to share or discuss the teaching materials they produced with their peers. Teachers are often reluctant to talk with

co-teachers and school administrators to obtain feedbacks on the teaching materials and approaches (Roberts & Pruitt, 2009). On the other hand, certain schools not giving adequate encouragement to their teachers in order for them to create and practice the culture of collaboration (Teague, Ginger & Anfara, 2012), as teachers need to work as a team in a consistent manner to develop a holistic teaching and learning environment (Fullan, 2001). In a related matter, Muhammad Faizal and Crow (2012) found that as professional sharing sessions are not actively implemented, thus resulting in the failure of teaching and learning process to achieve the targets that expected by the MoE. Furthermore, most teachers prefer to use traditional methods that relies on textbooks and lectures, namely the passive lecture methods. One of the causes of low students' achievement in the examinations is due to the situation where teachers still depending on traditional teaching methods and rarely using information and communication technology (ICT) applications to attract the interest of the students and not being able in stimulating students' learning process (Ministry of Education Malaysia, 2001).

Although various initiatives have been planned and some have already been implemented by the schools to improve the performance, but the effort does not seem to produce encouraging results, due to lack of cooperation among the members of school community (Hamidah, 2014). Therefore, as stated in the Malaysia Education Blueprint (MEB) 2013-2025, MoE has introduced the PLC approach to address all issues related to learning and teaching in schools. In the context of this study, the implementation of the PLC module, is still in the early stages and it is found that most teachers in Malaysia don't understand the concept of the PLC. Khalid (2012) study related to teachers' pattern of efficacy and teaching experience shows that there are differences in the level of efficacy among teachers in terms of teaching experiences, where teachers with teaching experiences have a high level of efficacy.

Objectives of the Study

The researcher through this study examined the level of understanding, acceptance and practices among teachers on the implementation of PLC towards improving the learning and teaching activities in the schools. Accordingly, the study was conducted with the following objectives:

- i. To identify the level of implementation of the PLC practices among secondary schools in Malaysia;
- ii. To identify the level of professionalism and efficacy of teachers among Form Six teachers; and
- iii. To evaluate the relationship between the PLC practices and teachers' efficacy level among Form Six teachers in Malaysia.

Conceptual Framework of the Study

The study about the PLC practices comprised of five activities that are basic components in PLC and were considered as independent variables (Figure 1). The components consist of construction of norms and values, students' learning, collaborative practices, smart partnerships between the internal and external stakeholders, and reflective dialogues. The dependent variable consists of whether teachers' efficacy is taking place in the PLC practices,

which can be seen in terms of the role of the teachers, collaborative environment and learning program activities. On the other hand, the researcher took into consideration the demographic factors, namely teachers' experience, major areas of their study or a teaching program as an option field of study and teaching specialisation in the school as intervention variables that would be able to establish relationship between both dependent and independent variables. To achieve the objectives of the study, the researcher had relied on three theories and a model. One of them was the Tri-Level Solution model that was introduced by Fullan (2005). According to Fullan, sustainable schools need to improve the system solutions through certain layers because at the same time they are very practical and effective on a large scale. The model focuses on the overall transformation of the system through conscious, deliberate, reflecting government action in the construction of a three-stage capacity within the framework of accountability. Along with this model, Mulford (2007) had developed the idea of building Social Capital associated with the new model of the PLC. He stated that the development of teachers could be seen via effective achievements in several processes that have been identified, namely the aspects of staff development, organisational learning, school networks (including their establishment, development that achieved, maturity, deterioration of school performance and subsequent reforms that have been made), and the aspect of collaboration by the school community.

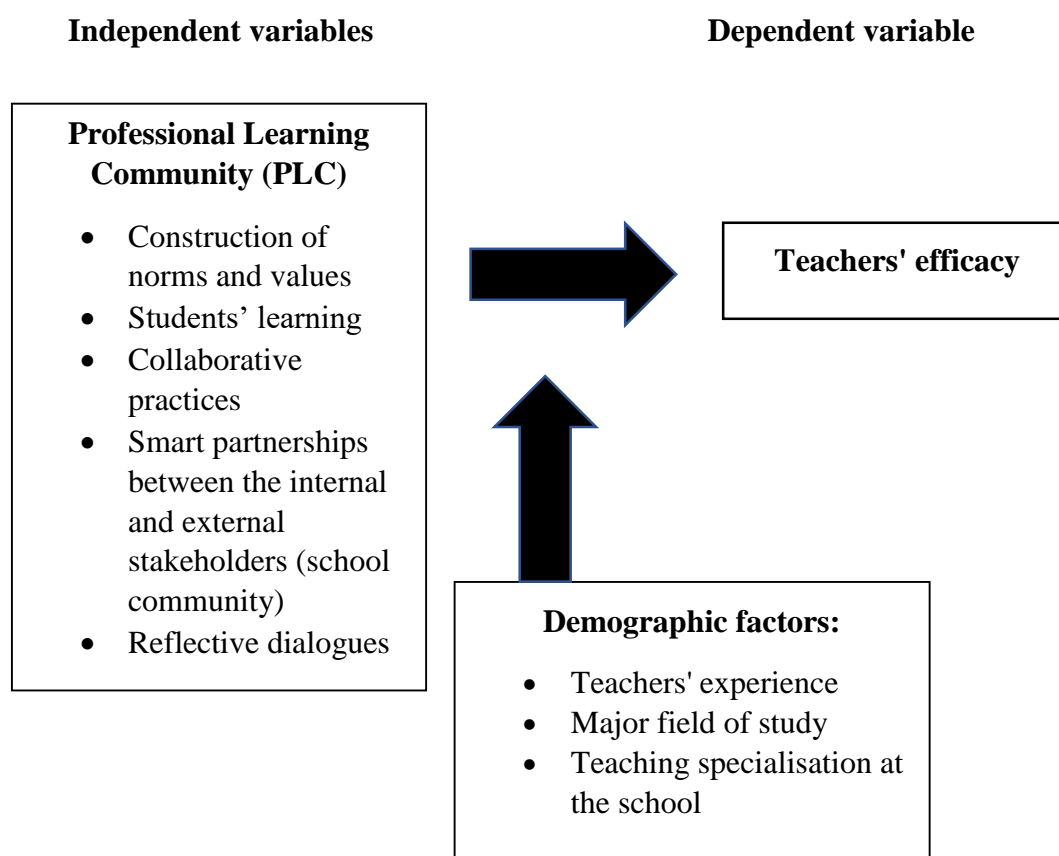


Figure 1: Conceptual Framework of the Study

Meanwhile, under the Constructivist Theory, constructivism is referred as a philosophical view of the nature of knowledge, in particular represents the ontological stance. The theory explains well the human beings and their activities as students in the school environment. Humans develop or create knowledge in parallel and in accordance with the experiences they have in giving meaning to the knowledge or knowledge gained. In short, students' knowledge is strengthened by experience in giving the true meaning of the knowledge gained. The PLC learning and Constructivist Theory explain that learning in a more mature and open-minded community is appropriate than the outdated individual models, which place more emphasis on cognitive development separately. The fourth and final theory of this study is Social Learning Theory – an extension of traditional behavioural learning theory (behaviouristic). The theory, developed by Albert Bandura (1977), accepts most of the principles of the theory of behavioural learning, but places more emphasis on the effects and signals of behaviour change, and on internal mental processes.

2. Methodology

The study used quantitative method and only involved teachers are working in secondary schools in four districts in Sabah. A total of 15 schools were involved in the study, of which five schools in Kota Belud district, three (Kota Marudu), four (Kudat) and three (Pitas). Using a simple random sampling method, the researcher interviewed teachers who were teaching Form Six and selected them by adopting a draw card approach. Under this method, the name of the teachers that were obtained from the school management were placed in a box, with each box representing their respective districts, and then the respondents were selected randomly. To materialize the process, the researcher obtained valuable support from the school administrators, especially the principals.

For the purpose of generating data, in line with the objectives of the study, the researcher developed a set of questionnaire that is consists of three sections. Section A is about the demographic information of the respondents such as gender, teaching training programs they attended, major areas of their study, details of current teaching activities and respondents' teaching experiences. On the other hand, the Section B focuses on the PLC practices as independent variables and contains a total of 41 items that were constructed based on the questions that were used in Narongrith's study (2010). The entire questions in this section were developed based on the five dimensions of PLC practices: construction of norms and values, focus on student learning, collaborative practice and sharing personal practices. The Part C was about teachers' efficacy and consists of 12 items. To examine the level of seriousness of the respondents, the researcher used five scales: 1 - "strongly disagree", 2 - "disagree", 3 - "not sure", 4 - "agree", and 5 - "strongly agree". Questions that were asked based on the item that available in study on self-efficacy that were carried out by Tschannen-Moran and Hoy (2001). Data collected were analysed via Pearson Correlation and One-way Anova test.

3. Findings

Of the 108 respondents participated in the study, 47 (43.5%) were male teachers and the remaining 61 (56.5%) were female. Although the number of female teachers currently serving exceeds the male teachers, but gender is not the main focus of the study as variable. On the

other hand, several other aspects were emphasized. Among others are the types of basic teaching training that obtained by the respondents, such as Diploma in Education (DE), Postgraduate Teaching Courses (PTC), Diploma in Postgraduate Education (DPE) and Bachelor of Education (B.Ed). Emphasis was also placed on the major fields of study, and for this, they were categorised into four groups, namely languages, applied sciences, pure sciences and social sciences. Similar categories were also applied to obtain information about the fields of teaching, and finally was the element of teaching experiences. A total of 15 or 13.9% of the respondents have a DE, 17 people (15.7%) have attended PTC, 12 or 11.1% of them have a DPE and another 64 or 59.3% are B.Ed graduates.

In terms of major field of study, 25.9% are those majoring in language studies, 6.5% (applied sciences), 20.4% (pure sciences) and 47.2% (social sciences). Further findings show that 29.6% of respondents are those teaching subject related to languages, 11.1% (applied sciences), 18.5% (pure sciences) and 40.7% (social sciences). Related to teaching experience, 3.7% of respondents have less than three years in the teaching service, 8.3% (between three to six years), 25.9% (seven to 10 years), 15.7% (11 to 14 years) and 46.3% (over 14 years). The number of teachers with more than 14 years of experiences is huge due to ministry's policy that the Pre-U class instructors should from among those in Grade DG44 and above. Most of the teachers in Grade DG44 and above are teachers those who have served for a long time and received career promotions under the time-based criteria or system.

Meanwhile, One-way Anova analysis shows that there is a difference in term of teachers' efficacy level according to their working experiences ($F = 3.183, p < 0.05$) (Table 1). The results show that differences in teachers' efficacy exist among teachers with less than three years of working experiences and teachers with seven to 10 years of working experiences (mean difference = 8.39286, $p < 0.05$). Teachers with seven to 10 years of working experiences have higher efficacy level. In addition, teachers' efficacy differences also exist between teachers with less than three years of working experiences and teachers with 11 to 14 years of working experiences (mean difference = 9.43529, $p < 0.05$), where teachers with 11 to 14 years of work experiences have higher efficacy. Differences in teachers' efficacy are also seen to exist between teachers with less than three years of working experiences and teachers with more than 14 years of working experiences (mean difference = 8.75000, $p < 0.05$), as teachers with more than 14 years of working experiences have high level efficacy compared to the teachers with less than three years of working experiences. Meanwhile, analysis shows that there is no differences in teachers' efficacy according to the major areas of study attended by the respondents ($F = 1.362, p > 0.05$) (Table 2). From the perspective of field of teaching, findings show that there is no differences in the level of efficacy among teachers ($F = 1.382, p > 0.05$) and the analysis also shows that if the PLC practices score increase, then the teachers' efficacy score will also increase and vice versa ($r = 0.662, p < 0.01$).

Table 1: The Level of Efficacy Among Teachers Based on Their Working Experiences

Working Experiences		Sum of Squares	Df	Mean of Squares	F	Sig.
Working Satisfaction	Between Group	565.065	7	80.724	2.267	.034
	In the Group	3916.291	110	35.603		
	Total	4481.356	117			

Table 2: The Level of Efficacy Among Teachers Based on Their Major Area of Study

Working Experiences		Sum of Squares	Df	Mean of Squares	F	Sig.
Working Satisfaction	Between Group	110.555	3	36.889	1.362	.258
	In the Group	2815.880	104	27.076		
	Total	2926.546	107			

Findings show that the practices of PLC will lead to the improvement of efficacy level among teachers. For example, in certain dimensions of PLC such as sharing the norms and values, the respondents responded that they are willing to spend their time for the purpose of school improvement and betterment (question no. 14), while in the dimension of focus on the students' learning activities, the respondents had responded positively in aspects that related to students' assignments (questions no. 17). Similarly, in term of collaborative practices dimension, the teachers said that they always provide cooperation among their colleagues in order to implement the learning content (question no. 24), also participates in planning activities together with their colleagues (question no. 33) and the teachers are given opportunity to develop their professionalism fairly and equitably (question no. 40). In other words, the results show that PLC practices are well received by the respondents, thus contributing to the enhancement of efficacy level among Form Six teachers.

The findings also show that teachers' efficacy is at a fairly high level. Respondents also agreed that they are able to control disruptive behaviours among students in the classroom, be able to motivate students with lack of interest, and at the same time able to encourage and to motivate them to complete their works. In addition, the respondents also agreed that they are able to produce quality questions for the benefit of their students. In fact, they agreed that the PLC allows them to calm students who often disturb or make noise during the class and always tend to implement or apply alternative strategies in their teaching activities. The PLC practices steadily place the teachers' efficacy at a high level and able to improve students' achievement at large.

4. Discussion

As mentioned earlier, the study was carried out to examine the level of the PLC practices and teachers' efficacy from five dimensions. First, the study indicating that the practices of PLC among teachers, which were measured through the dimensions of building norms and values, focusing on students learning activities, collaborative practices, sharing personal practice and reflective dialogues, had achieved a moderate mean. Analysis shows that there is a significant relationship between PLC practices and teachers' efficacy ($r = 0.662$, $p < 0.01$), but at a moderate level. The outcome directly indicating that if the PLC practices score increases or is at a moderate level, then the teachers' efficacy score will also increase.

The implementation of PLC in schools was introduced by the MoE in 2011 in-line with the government's intention to improve the teaching quality, based on the global educational trends and developments, as the PLC practices could enhance the teaching professionalism. However, the use of PLC as another alternative to improve the skills of teachers in Malaysia, especially in the North West Coast of Sabah, is still considered as a new approach. The PLC model proposed by the MoE only focuses on the critical subjects such as English, History, Mathematics and Science. In fact, PLC strategies have not been studied widely by local researchers although it has been extensively applied in Western countries to improve the teaching and learning activities (Rahimah, 2012).

Therefore, Form Six teachers should enhance their efforts to improve the teaching and learning processes to improve teachers' efficacy. New methods need to be mastered and at least need to create innovation in term of teaching and learning methods. Since teachers are the key providers of knowledge in the schools, they should seek relevant knowledge and skills and apply them in the teaching and learning process. As mentioned by Marohaini (2004), teaching and learning activities is a complex process because teachers need to master the subject they want to teach, and they also need magnificent delivery methods to attract students. In conclusion, PLC is an alternative approach to help teachers to bring added value to the way they teach in order to improve students' achievement and at the same time their own efficacy level. A consistent application and implementation of PLC practices will certainly be able to help teachers to learn and improve teaching methods systematically through relevant activities. The PLC also requires a strong cooperation from various parties involved in the teaching and learning community such as the school management, parents, teachers and students themselves. In this regard, PLC acts as an agent to enhance the professional skills of teachers and apply the knowledge of their colleagues collaboratively. In the end, the goal of PLC implementation is to improve the way of teaching among teachers and burnish or perfect the way of learning and improve students' achievement.

Second, the element of experiences is empirical knowledge while teaching training is just a theoretical component. Both are required to enable a teacher to achieve the required level of competence. Accordingly, Goodwin (1999) defines teaching experiences as one of the main basic qualifications in effective teaching process. Teaching education and professional training are the most important factors in determining the quality of teachers and the quality of teaching. However, experts have stated that the mastery of knowledge in the field of teaching is the most important feature in the education ecosystem. The findings of the study support that, although

at the moderate level, the knowledge on the field of study and on the techniques to teach effectively are the main determinants in the quality of teaching (Greenwald et al., 1996). The teaching experiences element is considered a knowledge that is formed as a result of the interaction between various factors during the working environment. The elements of periods and frequency through teaching tasks, whether successful or otherwise, gradually build the necessary knowledge and skills of the profession and will contributed to the entire stakeholders. According to Tschannen-Moran and Hoy (2001), teachers' experience in achieving successes will increase the effectiveness of learning and teaching activities. On the other hand, the failures have the potential to make teachers less effective because there are negative considerations on the teaching ability of teachers. The findings of the Tschannen-Moran study also show that the efficacy level among experienced teachers (teaching more than five years) is higher than that of junior teachers (who teach less than five years). The development is also in line with Looney's (2003) view that teaching experience influences the level of efficacy.

Therefore, PLC culture can be a platform for teachers to improve their teaching skills. The guidance of expert and experienced teachers will be able to provide input on the teaching experience among junior teachers and non-option teachers. Teachers need to learn how to teach non-option subjects effectively, explicitly, and perfectly. If the teachers are able to master the teaching skills well, they could use them to guide students more effectively, at the same time teachers' effectiveness will also increase. The PLC is seen to be able to guide junior and non-junior teachers in improving the quality of their teaching via various activities and strategies planned in the teaching and learning community.

Third, the level of education or major area of study of a teacher and professional training of teachers is the most important factor in determining the quality of teachers and the quality of teaching, thus influencing the level of efficacy of a teacher. As mentioned earlier, experts have agreed that the mastery of knowledge in the field of teaching is the most important feature in determining the effectiveness of the teaching process. Statistical evidence shows that teaching practices accompanied by effective knowledge and action influence student learning processes. Matters that also affect efficacy are also emphasized by Bandura (1995). According to Bandura, efficacy level among teachers is also influenced by performance achievement, the experiences of others, verbal persuasion, and by physiological and affective states. The decision of a teacher in choosing major fields of study, either social science, pure science, applied science, humanities, language and so on, are influenced by factor of interest and attitude towards the field of study. According to Crow (1983), 'interest' is a driving force that could attract the attention of a person in their undertakings. In the context of learning, mastery of the subject can be facilitated if there is a deep interest among them. According to Abu Zahari (1988), interest is supported by the tendency to help influence a person's achievement in any activity including learning. Syarifah Alawiyah (1983) also supported the opinion by saying that interest is a motivator or desire to pay attention.

Finally, the results show that there was a significant relationship between the PLC practices and teachers' efficacy, and this shows that if the PLC practices score increases, then the teachers' efficacy score will also increase and vice versa. In addition, the findings of the study show that the role of Form Six teachers in implementing the PLC practices are vital in order

to help heads of subject and teachers towards the need for value-added in order to improve committee performance and further improve school achievement, as well as realize the quality needs of teachers excellent, and this goal will certainly increase effectiveness among teachers. As explained earlier, teachers' self-efficacy is often associated with the improvement of quality of schools. The MoE itself has sought to improve the quality of schools including the introduction of the PLC, which aims to provide a collaborative work environment so that better performance can be achieved. Nolan (2009) has explained that PLC is able to overcome the issue of teachers working in isolation, improve the level of commitment of teachers to the mission and goals of the school, improve teaching and learning strategies of teachers, increase teacher job satisfaction, higher morale and reduce teacher absenteeism. In fact, many schools that successfully adopt the PLC practices also indirectly have an impact on improving the self-efficacy of teachers.

Although Wheathers's (2009) study found that there is no significant influence of the PLC on teachers' efficacy, but in this study, the researcher found that the PLC actually has an impact on improving teacher professionalism and has a positive relationship in moderation to the level of effectiveness. In short, it can be generalized that the PLC elements introduced by MoE has a significant influence on the self-efficacy of teachers in Malaysia.

5. Conclusion

The findings of the study have helped us to better understand the level of PLC practices and its relationship in-term of teachers' efficacy, not only in the teaching and learning process in the Form Six, but also as a whole education system in Malaysia. Teachers' efficacy has been identified as one of the important factors in terms of achievement and excellence of each school. The study also proves that there are other factors that impact the achievement of schools, and it cannot be ignored at all, namely schools' leadership, peer relationships, classroom environment and classroom management, teaching and learning supervision and teacher training. The findings will be useful as a guide in designing future programs and strategies to further enhance the school's ability to be at a better level.

Studies have found the need to share best practices in order to spread the benefits of excellence. The findings also comply with the PLC practices that should take place in every school, namely the attitude of openness of the school communities. For example, the application of 'open classroom' and there should be open discussions by the members of the school. The findings support the views of Louis and Kruse (1995), who stated that the practice of collaboration and self-assessment of teachers is a common practice in the PLC. Thus, the PLC practices are not a formal evaluation process but rather a routine effort of colleagues to help each other. The practice was cherished based on the awareness that the school community needs to work together for every improvement towards education excellence. As Darling-Hammond (1996) mentioned school communities need to trust and respect each other to achieve collaborative practice in schools. In order to achieve excellence, studies show that school administrators cannot only look at the strengths of teachers alone, but also need to think about the importance of other factors as well as to provide a conducive space and effective

and holistic facilities, either for the teachers or students, to record more outstanding achievements. In an effort to further strengthen the concept of the PLC among teachers, it becomes a necessity for all school administrators, especially among principals and teachers to be given a clear explanation of the objectives and ways of implementing the PLC. The noble values that contained in the concept of the PLC need to be inculcated at all levels of learning and teaching environment in Malaysia, so that it would become a culture that well-received by all.

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