



The Influence of Teacher Collaboration on Teaching Effectiveness in the Maldives

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Abstract

This study investigates the influence of teacher collaboration on teaching effectiveness in the context of the Maldives. Utilising a cross-sectional survey design, quantitative data were collected from 390 randomly selected teachers across four provinces. The analysis employed SPSS IBM version 23 and PLS-SEM 3.0 for descriptive and inferential insights. The research exclusively focused on the Teacher Collaboration Assessment Survey (TCAS) for teacher collaboration and the Self-assessment Instrument for Teacher Evaluation- II (SITE-II) for teaching effectiveness. Results reveal a substantial positive impact of teacher collaboration on teaching effectiveness, emphasising the pivotal role of collaborative efforts in enhancing teaching outcomes. This study sheds light on the significance of teacher collaboration in augmenting teaching effectiveness within Maldivian schools. Policymakers and practitioners should consider and promote teacher collaboration to improve teaching outcomes.

INTRODUCTION

In an era of rapid transitions and information-driven work environments, 21st-century education has emerged as a global focal point. The consensus has grown across diverse societies and industries that education must equip individuals with the skills to navigate change and work effectively with information. This transformation in educational paradigms has prompted nations, including those in Asia and beyond, to reorient their educational and curriculum frameworks towards fostering problem-solving abilities, teamwork, and a capacity for self-directed learning (Woodland et al., 2013). Such evolving demands in education present significant challenges for teacher preparation and professional development.

Educators in the 21st century are expected to transcend conventional roles as mere transmitters of knowledge and skills. The modern teaching professional is called upon to embody a new brand of professionalism that nurtures student engagement, embraces continuous learning, harnesses collective wisdom, and fosters adaptability to change. Amid this shift, education is no longer confined to isolated endeavours; instead, it is situated within real-world contexts where learners actively engage in practical activities (Lave & Wenger, 1991). Concepts like cognitive apprenticeship scaffolding (Collins et al., 2018) and learning communities (Bielaczyc & Collins, 1999) underscore learning as a social practice.

Unlike traditional models of solitary learning, teachers today are recognised as co-constructors of knowledge, actively engaging and collaborating to refine their expertise (Putnam & Borko, 2000; Wenner & Campbell, 2021). The concept of teacher collaboration has garnered attention as a potent catalyst for refining instructional practices and, consequently, enhancing student outcomes (Goddard et al., 2015). This evolving pedagogical landscape has led to educational reforms, placing teacher collaboration at the forefront of strategies to bolster academic achievement.

Emphasising a shift from the traditional "I taught it" to the more learner-centred "what the students learned from the way I taught it," contemporary teacher collaboration transcends the boundaries of individual classrooms. It promotes a collective mindset wherein teachers engage in a dynamic exchange of pedagogical insights and data-driven discussions. This collaborative approach equips educators to explore diverse methods of conveying concepts, ultimately enhancing student success. According to DuFour (2011), teacher collaboration takes shape through collaborative discussions on teaching practices and the analysis of student data. These interactions foster a culture of inquiry wherein teachers seek answers, hold each other accountable, and collectively strive to provide tailored learning opportunities.

This article seeks to delve into the profound implications of teacher collaboration for enhancing teaching effectiveness within the unique educational landscape of the Maldives. As this nation grapples with its challenges and opportunities, the lens of teacher collaboration promises to illuminate pathways for refining pedagogy and ensuring student success. By examining the intricate interplay between collaboration and effective teaching, this study contributes to the ongoing discourse on educational excellence, offering insights that educators, policymakers, and stakeholders can leverage to navigate the evolving demands of 21st-century education in the Maldives.

Research Problem

Within the current landscape of the Maldives, characterised by a nation undergoing a comprehensive transition across various domains, including education, a significant concern emerges regarding the effectiveness of teaching practices. This is particularly relevant given the country's strategic investments in information technology, innovation, and education and learning (Islamic Development Bank, 2022). With the primary aim of bolstering human capital to facilitate improved employment opportunities, the Maldives is grappling with the pressing issue of enhancing its education system to align with the demands of the labour market (Islamic Development Bank, 2022). Unfortunately, this pursuit has been marred by persistently low education attainment, exacerbated by inequities in education service delivery and teaching effectiveness (Islamic Development Bank, 2022, p. 24).

Reports from reputable organisations further accentuate the concern over teaching effectiveness. The United Nations Children's Fund (UNICEF, 2018) underscores that while most Maldivian teenagers exhibit literacy in Dhivehi and English, some students continue to elude the educational system. A key challenge lies in ensuring access to secondary education, as evidenced by only 45% of lower secondary students' progress to higher secondary levels (UNICEF, 2018). The World Bank (2022) substantiates this concern with data indicating average scores between 50 and 60 per cent for English, mathematics, and Dhivehi among fourth and seventh graders. Moreover, alarmingly low pass rates in atoll schools, where only 20% of students succeed, alongside a significant portion of fourth and seventh graders failing their exams, underscore the depth of the challenge (UNICEF, 2018).

In this context, teacher collaboration emerges as a potentially transformative intervention to enhance teaching effectiveness. Recognising the significance of collaborative efforts, Dr Hawwa Shiuna Musthafa's research at the Maldives National University highlights that suboptimal teaching, resulting from inadequately prepared teachers, significantly impedes student achievement (Musthafa, 2022). The widespread reliance on memorisation over comprehension and critical thinking further exacerbates the challenge (UNICEF, 2018).

Consequently, this research endeavours to address this gap by investigating the influence of teacher collaboration on teaching effectiveness within the Maldivian educational context. By delving into this aspect, the research aspires to offer actionable insights that contribute to formulating effective strategies to elevate the quality of teaching and learning experiences in the Maldives. Through this, the research seeks to align the nation's educational trajectory with its ambitions for a dynamic, knowledge-driven future.

Research Objectives

This study examines the extent and nature of teacher collaboration among educators in the Maldives. To fulfil this overarching goal, the research is guided by the following specific objectives:

- (a) *To assess the prevailing degree of teacher collaboration and teaching effectiveness within the educational landscape of the Maldives.*

- (b) *To explore and analyse the potential impact of teacher collaboration on the overall teaching effectiveness in the Maldives context.*

Research Questions

Aligned with the stated objectives, this research endeavours to address the following pivotal research question:

- (a) *What is the prevailing level of teacher collaboration among educators in the educational context of the Maldives?*
- (b) *How is teaching effectiveness currently perceived and experienced by educators within the Maldivian educational landscape?*

Research Hypothesis

H: *Teacher collaboration has a significantly positive influence on teaching effectiveness in the Maldives.*

LITERATURE REVIEW

Terminological Clarifications in the Landscape of Teacher Collaboration

Within teacher collaboration, a notable and perplexing conceptual ambiguity has emerged, leading to various terms being utilised to describe this phenomenon. The lexicon employed to encapsulate this collaborative endeavour includes terms such as teacher teams, teacher collaboration, professional (learning) communities, (teacher) learning groups, and (teacher) learning teams. These descriptors have frequently been used interchangeably, creating a complexity wherein different scholars often ascribe distinct meanings to a singular term. For instance, in the works of Stronge and Xu (2021), Bragg et al. (2021), and Sancar et al. (2021), a noticeable lack of differentiation between 'team' and 'group' surfaces. In the scholarly discourse, Brouwer (2011) referred to teacher teams as a "community to a certain extent" (Brouwer, 2011, p. 12), albeit without a clear delineation of the term 'teams.' Conversely, Supovitz (2002) proposed the division of instructor teams into practice communities without elaborating on the nuances. Supovitz contended that teachers could be conceptualised as operating within communities irrespective of whether their collaborative efforts materialise in teams, groups, or broader faculty gatherings. Adding to the intricacy, Gast, Schildkamp, and van der Veen (2017) highlighted the interchangeable use of 'collaboration' and 'collegiality.' Such conceptual intricacies have impeded the unequivocal articulation of definitions and have necessitated deliberate contemplation before drawing distinct conclusions.

Historical Evolution of Teacher Collaboration: A Glimpse into the Past

A distinct transformation comes to the fore in tracing the historical trajectory of education in the United States. From the era of one-room schoolhouses to the establishment of multi-room school buildings over a century ago, teachers operating in isolation characterised the prevailing educational landscape. Notably, collaboration among educators was not prevalent during this period (Rosenholtz, 1989b). This isolationist approach was further perpetuated by the lack of emphasis on collaborative methodologies within university coursework, where collaborative teaching practices were seldom modelled. Additionally, practitioners found limited support from colleagues or administrators in their collaborative pursuits. In this context, Horesh and Brown (2020) contend that isolation emerged as a significant impediment to effective teaching and the refinement of pedagogical skills. This isolation, they argue, compelled teachers to rely on trial and error along with their personal, educational experiences to develop teaching strategies.

Contemporary Shifts in Education and the Emergence of Collaborative Endeavors

Recent education reform initiatives have spurred a transformation in the landscape of teacher collaboration (Brownell et al., 1997). However, the focus on the collaboration process has sometimes overshadowed exploring its tangible outcomes. While collaboration is frequently advocated, investigations into its effects, notably on student achievement, remain relatively scarce (Hafez, 2022). This evolving narrative calls for a nuanced examination of how collaborative efforts shape educational outcomes, informing the ongoing discourse on effective pedagogical practices.

Refining Terminological Clarity: Navigating the Spectrum of Collaboration

In addressing the persistent lack of terminological clarity surrounding collaboration, this section undertakes the crucial task of defining and distinguishing various collaboration methods. This endeavour contributes to a foundational understanding of collaborative paradigms by offering concise and accurate definitions. Collaboration, as elucidated by Little (1990), is a construct that spans a continuum from independence to interdependence, encompassing four distinct modes: storytelling and idea scanning, aid and assistance, sharing, and joint work. This cooperative framework encompasses project-oriented tasks, wherein collaborative efforts involve working collectively and reflecting on task-related objectives (James et al., 2007; Kelchtermans, 2006). Differentiating

itself from collegiality, collaboration entails cooperative behaviours (Kelchtermans, 2006), while collegiality centres on mutual interactions (Bovbjerg, 2006; Kelchtermans, 2006). Kelchtermans (2006) emphasises the inherent positivity of collegiality, while Bovbjerg (2006) characterises it as forging relationships rooted in shared empathy and solidarity within a shared professional context.

Similarly, Datnow (2011) discerns between collaborative cultures that organically foster collaboration and collegiality and those cultures that emanate from administrative mandates. Collaboration, as evidenced by these studies, encompasses the collective engagement of a group in multifaceted activities crucial for achieving a shared objective. It is a dynamic concept that manifests across various collaborative spectrums. It serves as an overarching term, encapsulating a spectrum of collaborative manifestations. Kruse (1999) delineates collaboration as the convergence of shared values, collective decision-making on instructional practices, and teacher interactions to enhance student performance and professional growth. Thus, collaboration signifies a convergence of shared values within the educational domain, influencing instructional strategies and student achievement. Additionally, joint decision-making regarding specific goals and pedagogical practices is paramount in school enhancement. Consequently, collaboration hinges on teachers' cooperative efforts and establishing professional relationships as critical determinants of achieving instructional objectives. In this research, collaboration encompasses a broad spectrum of interpersonal interactions.

However, defining the nuanced facets of teacher collaboration and accurately gauging the health and efficacy of teacher teams' structural, procedural, and inter-professional dynamics remain challenging and elusive (Woodland & Koliba, 2013). This intricate landscape continues to beckon exploration and clarification as educational practitioners strive to harness its potential for transformative impact.

Exploring Collaborative Dimensions within this Study

The overarching premise of teacher collaboration resides in the collective effort to collaborate, engaging in thoughtful discourse to refine instructional methodologies and enhance student learning outcomes. The essence of effective teacher collaboration rests in the perpetual teamwork of educators to enhance the attainment of well-defined learning objectives. Moreover, it allows students to witness these objectives in action, fostering an environment of reflective assessment of the factors underpinning their efficacy (Hiebert, 2003; Steinert et al., 2016).

Elevating the discourse, the essence of high-quality teacher collaboration extends beyond mere collaboration, delving into a dynamic process characterised by teachers' immersive engagement during the academic day. This involvement entails scrutinising student learning data and collaboratively unravelling teacher practice predicaments. This comprehensive approach follows a recurring cycle of dialogue, decision-making, action, and evaluation (DDAE) meticulously centred around tangible instructional challenges (Woodland & Hutton, 2012). This iterative cycle emerges as the cornerstone of transformative change, effectively empowering educators to effect substantial, constructive adjustments in their instructional practices, yielding marked improvements in student achievement (Woodland et al., 2013).

Similarly, Hairon et al. (2017) posit teacher teaming as a dynamic, collaborative process where educators assess their pedagogical endeavours collaboratively. This process involves meticulous examination of the evidence linking instructional practices to student outcomes, resulting in targeted modifications to augment teaching and learning experiences for specific subsets of students in their classrooms.

Figure 1
Teacher Collaboration Dimensions



Source: Woodland et al. (2008)

Figure 1 vividly illustrates the intricate interplay of the four closely intertwined dimensions constituting the inquiry's teacher collaboration cycle. This illustrative representation provides a visual framework to navigate and comprehend the dynamic nature of collaborative inquiry within the educational context. As a deeper exploration into these dimensions is undertaken, a more nuanced and profound understanding of the intricate fabric of teacher collaboration is unveiled, paving the way for enhanced pedagogical practice and enriched student learning outcomes.

The Essence of Dialogue

Dialogue stands as a vital pillar in the structure of effective collaborative inquiry cycles. In low-functioning or non-rigorous team dynamics, dialogue can inadvertently reinforce existing teaching practices without critically evaluating their effectiveness (Little, 1990; Slavin, 2019). Conversely, high-functioning teams utilise dialogue to constructively navigate disagreements and resolve differences (Hord, 2004; Fowler-Davis et al., 2021). Advanced teacher teams engage in collective dialogue focused on student learning. They deliberate the impact of teaching strategies on student achievement and strategise ways to provide tailored challenges and support to each student (Korthagen, 2017). This dynamic discourse signifies a commitment to continuous reflection, adaptation, and pedagogical refinement. Dialogue transcends conversation, becoming a catalyst for growth. It fosters an exchange of perspectives, enabling the enhancement of instructional methods. This collaborative exchange encourages the constructive clash of ideas, leading to an evolved understanding that elevates teaching practices and student outcomes.

Navigating Decision-Making

Decision-making holds a pivotal role within the inquiry-driven Teacher Team cycle. Schuster and Kolleck (2021) emphasise acknowledging impactful teaching strategies. Bacharach (1981; Fallon et al., 2019) outline five realms of teacher decision-making authority:

- Allocation decisions (budgets, schedules, staff)
- Security decisions (class safety, attendance, discipline)
- Boundary decisions (union activities)
- Assessment decisions (student and teacher performance)
- Instructional decision-making

Of these, the most crucial for teacher teams are decisions that address the coherence and effectiveness of their learning activities and their impact on outcomes (Little, 1990; Thees et al., 2020). Conventional instructional methods or curricular protocols alone do not prompt functional change or improved student performance. Collaborative decisions centre on evaluating instructional quality disparities and charting pathways for improvement. This collective commitment to transformative practice underpins the pursuit of consistent educational advancement.

Taking Effective Action

A solitary decision or strategy lacks efficacy without actionable steps, intervening as a pivotal component of the teacher team's investigative process. When team decisions fail to translate into actions, the inquiry cycle stalls and progress falters continuously (Woodland & Koliba, 2008). Action must be purposeful, directly aligned with enhancing pedagogical practice and exhibit sophistication. Left unchecked, actions undertaken by the teacher team can often remain somewhat 'shallow' or 'superficial,' failing to adequately address the intricacies of teaching dynamics (Maeroff, 1993; Lemoine et al., 2019). Educators must guard against the risk of evading pedagogical and philosophical complexities to sidestep conflicts. This avoidance can inadvertently lead to the consolidation of instructional practices, missing out on the potential for transformative growth (Pounder, 1998; Kelemen et al., 2020). The essence of effective action-taking within the teacher team's collaborative framework lies in its capacity to impact instructional methodologies and student learning outcomes.

Evaluating Progress

A robust teacher-team inquiry cycle relies on a rigorous evaluation of instructional practices. Esteemed experts in educational enhancement emphasise the ongoing assessment of effectiveness firmly rooted in tangible evidence. This approach nurtures the required knowledge, skills, and perspectives (Goldring & Berends, 2009; Woodland et al., 2013). The assessment and effectiveness of the modifications made by teachers undergo meticulous scrutiny, often through action research and comprehensive data analysis (Patton, 2008; Yule, 2022). Systematic collection, examination, and application of data are integral components of this process. The focal point of effective teacher collaboration revolves around the meticulous gathering and analysis of student learning data and educational quality. Skilful teacher teams adeptly navigate various indicators, including formative and summative student assessment scores and qualitative insights such as observations during peer classroom visits and student written work evaluations. Conversely, less effective teacher teams often rely on anecdotes, hearsay, and broad

generalisations (Smith & Bellibas, 2018). This meticulous approach to evaluation plays a pivotal role in guiding teacher teams toward evidence-based insights, fostering a robust foundation for driving educational enhancements.

Exploring Previous Research on Teacher Collaboration

This literature review section provides an overview of pertinent studies that contribute to understanding the influence of teacher collaboration on teaching effectiveness within the context of the Maldives. This section focuses on synthesising the existing research landscape related to teacher collaboration. The reviews discussed in this section have explored various dimensions of teacher collaboration and its implications. Kelchtermans (2006; Bragg et al., 2021) investigated the dynamics of teamwork and collegiality. On a similar note, Fulton and Britton (2011; Mystakidis, 2021) delved into the domain of professional teacher communities, mainly concentrating on STEM educators within professional learning communities (PLCs). These inquiries aimed to uncover the outcomes and mechanisms that arise when educators collaboratively participate in PLCs, thereby refining teaching approaches and enhancing student achievement.

Distinct in their focal points, these reviews employed differing terminological frameworks. März and Kelchtermans (2013) adopted a micropolitical approach, exploring individual disparities, diverse priorities, conflict resolution, informal influence, and the intricate web of interests within organisational interactions to conceptualise teacher cooperation as a product of working conditions. Within this context, the term 'collaboration' served as a descriptive label, highlighting cooperative actions directed toward job-related objectives (Stronge & Xu, 2021). By amalgamating insights from these diverse reviews, a comprehensive comprehension emerges regarding the impact of teacher collaboration on teaching effectiveness in the context of the Maldives. The collective findings gleaned from these studies contribute to our holistic understanding of the multifaceted realm of teacher collaboration and its potential implications for the pedagogical landscape in the Maldives.

METHODOLOGY

The methodology of this study is designed to explore the influence of teacher collaboration on teaching effectiveness in the context of schools in the Maldives. This chapter outlines the research design, sample selection, survey instrument, data collection procedure, and data analysis employed in the study.

Research Design

The research design adopted for this study is quantitative, utilising a survey methodology. Quantitative research involves collecting and analysing numerical data to derive objective insights and statistical correlations for guiding practice and policy (Gay & Airasian, 2000). This design was chosen as it facilitates examining relationships and differences between variables using statistical methods (Hoe & Hoare, 2012). The survey design offers the advantage of producing numerical and analytically driven results, providing a standardised approach to data collection that enhances objectivity and accuracy (Frechtling, 2002). The survey methodology chosen for this study is cross-sectional, allowing the simultaneous measurement of participants' attitudes, beliefs, opinions, and practices related to the influence of teacher collaboration on teaching effectiveness.

Population and Sample

The participants in this study are educators within schools in the Maldives. The selection of participants is based on defined inclusion and exclusion criteria set for the study. The cross-sectional survey design explores individuals' current attitudes, beliefs, and practices concerning teacher collaboration's impact on teaching effectiveness.

Research Population

The target population for this study encompasses teachers in public schools across four provinces in the Maldives: South, North, North Central, and South-Central. These provinces were selected based on logistical considerations, considering transportation challenges and representing the country's diverse educational landscape.

Sampling Procedure

The sampling procedure utilized in this study involved a purposive sampling approach for the selection of schools from each province. Within these chosen schools, all accessible teachers were extended invitations to partake in the study. This deliberate sampling approach was chosen to encompass a range of perspectives and experiences, thereby enriching the comprehensiveness of insights into the research subject (Cohen et al., 2011). For further details, please refer to Table 1 outlining the Sampling Procedure.

Table 1
Teachers and Schools Count by Provinces

PROVINCE	NUMBER OF SCHOOLS	NUMBER OF TEACHERS
South Province	12	928
North Province	45	1764
North Central Province	29	913
South Central Province	26	899
TOTAL	112	4504

This study explores the impact of teacher collaboration on teaching effectiveness in the context of the Maldives. The primary unit of analysis is the individual teacher (Babbie, 2013). Distribution details are presented in Table 1, depicting the allocation of schools and teachers across different provinces. The study encompasses a total of 4,504 teachers, distributed among the provinces as follows: South Province (928 teachers), North Province (1,764 teachers), North Central Province (913 teachers), and South-Central Province (899 teachers). The research involves 112 schools in total.

Based on the research population and utilising the sampling guideline by Krejcie and Morgan (1970) for a population of 4,503, a sample size of 390 participants is chosen. This decision surpasses the specified Krejcie and Morgan recommendation of 354, considering potential challenges such as questionnaire non-return, dropout rates, incomplete responses, and data validity (Chua, 2012). Additionally, the determination of statistical power, as outlined by Hair et al. (2010), is influenced by factors like sample size, size effect, and Cronbach's alpha. It is essential to acknowledge that the sample size can significantly impact the outcomes of statistical tests, potentially rendering them either insignificant (with smaller samples) or overly significant (with larger samples). Thus, it is suggested that sample sizes ranging from 100 to 400 are most suitable (Gay et al., 2012).

The study employed a proportional stratified sampling technique to achieve representative subgroups within the population (Johnson & Christensen, 2014). The process involved categorising the population into distinct strata based on the four provinces under investigation (McMillan & Schumacher, 2010). Sample sizes were determined proportionally according to the population sizes of each province, thus accommodating variations (Fraenkel & Wallen, 2008). The chosen proportional stratified sampling approach aimed to enhance the precision and reliability of findings by acknowledging and accommodating population diversity (Gay et al., 2012). This methodology provides a robust framework for generating insights that can be generalised to the broader population (Creswell, 2005). Table 2 presents the provincial distribution of the total sample, categorised by the percentage of teachers.

Table 2
Total Samples by Province

PROVINCE	POPULATION OF TEACHERS BY PROVINCE	PERCENTAGE OF TEACHERS	TOTAL SAMPLE BY PROVINCE
South Province	928	21	82
North Province	1764	39	152
North Central	913	20	7
South Central	899	20	78
Total	4504	100	390

In the second stage, schools were selected within each atoll using the principles of simple random sampling, ensuring unbiased representation (Chua, 2012; Cohen et al., 2011; Fraenkel & Wallen, 2008; Gay et al., 2012; Mertler & Charles, 2008). Detailed information on school selection can be found in Table 3. To maintain consistency and representation, a criterion stipulated a minimum of 30 teachers per selected school (Gay et al., 2012). Additional rounds of simple random sampling were conducted for schools falling short of this threshold to ensure sufficient teacher representation.

Within each atoll, systematic random sampling was applied to select ten respondents from each school, providing comprehensive coverage (Mertler & Charles, 2008).

Table 3
Number of Samples by Atolls

Province	Atoll	No of Schools	No of Teachers	Total Samples of the Province	% of Teachers	Total Sample
South Province	Gnaviyani	3	284	82	31	25
	Seenu	9	644		69	57
	TOTAL	12	928		100	82
North Province	Baa	12	400	152	23	35
	Lhaviyani	4	233		13	20
	Noonu	13	509		29	44
	Raa	16	622		35	53
	TOTAL	45	1764		100	152
North Central	Alifu Alifu	8	271	78	30	23
	Alifu Dhaalu	10	321		35	27
	Kaafu	8	243		27	21
	Vaavu	3	78		0	7
	TOTAL	29	913		100	78
South Central	That	13	441	78	49	38
	Laamu	13	458		51	47
	TOTAL	26	899		100	78
Grand Total		112	4504			390

This multi-stage probability sampling approach culminated in the meticulous selection of 390 teachers, detailed in Table 4, which provides insight into the specifics of the systematic random sampling procedure.

Table 4
Number of Samples by Atolls

Province	Atoll	No of Schools	No of Teachers	Total Samples of the Province	Total Schools
South Province	Gnaviyani	3	284	82	3
	Seenu	9	644		6
North Province	Baa	12	400	152	3
	Lhaviyani	4	233		2
	Noonu	13	509		4
	Raa	16	622		5
North Central	Alifu Alifu	8	271	78	2
	Alifu Dhaalu	10	321		3
	Kaafu	8	243		2
	Vaavu	3	78		1
South Central	Thaa	13	441	78	4
	Laamu	13	458		4

Research Instrument

Data from participants were collected using two surveys in the current research study, specifically focusing on Teacher Collaboration and Teaching Effectiveness.

Teacher Collaboration

The Teacher Collaboration Assessment Survey (TCAS), developed by Woodland, Lee, and Randall (2012), operationalises dialogue, decision-making, action, and evaluation (DDAE) within teacher collaboration. Piloted across Northeastern Atlantic school districts, TCAS consists of 40 Likert-scale items distributed across four dimensions: Dialogue, Decision Making, Action, and Evaluation. The scale's iterative development process involved SMEs, district leaders, and educators. The TCAS serves as a robust tool for assessing teacher collaboration effectiveness.

Teaching Effectiveness

The study employs the Self-assessment Instrument for Teacher Evaluation (SITE II) to assess teaching effectiveness based on Pakistan's National Professional Standards for Teachers. Developed by Akram and Zepeda (2015), SITE II evaluates subject knowledge, instructional planning, assessment, learning environment, and effective communication. The instrument contains 28 items using a four-point Likert scale. SITE II addresses the absence of a comparable standard in the Maldives, with refinements made for enhanced performance despite a relatively small sample size (n=155).

Data Collection

The data collection procedure employed in this study involved administering a survey to collect quantitative data from school teachers. This section outlines the steps to obtain necessary permissions and relevant information from the educational institutions involved. The study received official authorisation from the Southern Education Unit of the Ministry of Education to conduct surveys within the schools falling under its jurisdiction. Additionally, formal consent was sought and obtained from the respective heads of the participating schools. This consent facilitated the collection of necessary information from teachers, including their email addresses, for research.

The data collection process adhered to ethical and procedural norms by acquiring appropriate permissions from educational authorities and school administrators. This approach ensured the validity and integrity of the collected data.

Data Analysis in the Study

The data collected from the distributed questionnaires were comprehensively analysed using IBM SPSS version 23.0 and Partial Least Squares Structural Equation Modeling (PLS-SEM). Descriptive statistics were employed to provide a broader understanding of respondent profiles. Additionally, inferential analysis was conducted to test hypotheses. The study utilised the PLS Algorithm and Bootstrapping Moderation Analysis, facilitated by the Structural Model Evaluation application in SmartPLS 3.0, to address the research questions effectively.

RESULTS

This section succinctly presents the study's conclusions in a structured manner. It covers several aspects, including the response rate, data validation process, sample characteristics, means and standard deviations, measurement models for constructs, and structural model evaluation.

Response Rate

Using Google Forms facilitated the creation of an online questionnaire for this study. The data collection process lasted one and a half months, commencing on July 24, 2021. Online survey links were distributed to 405 participants. The outcome indicated the return of 396 completed questionnaires, with six excluded during data cleansing. Hence, the statistical analysis drew upon a final sample of 390 questionnaires. This sample size is suitable and by the minimum requirements delineated in the methodology section.

Data Preprocessing and Screening in Research

Ensuring data integrity was a priority, involving a two-step validation process. Initially, inconsistencies were addressed through investigator-led checks, followed by a thorough investigation for missing values—validation utilising SPSS and PLS software tools. The screening process addressed missing values, outliers, and potential standard method bias (CMB).

Data Screening

The researcher conducted a thorough scrutiny of data for anomalies. This entailed a meticulous examination of each questionnaire item to ensure the accuracy of data entry. The coding of research variables was also verified for accuracy. Preventing inaccuracies in data entry is vital to preserving the study's validity. Additionally, as suggested by Sekaran and Bougie (2016), investigating the range of minimum and maximum values for model variables can address potential discrepancies. Adhering to this approach is advised when encountering values beyond designated thresholds.

Investigating Missing Values

To ensure data completeness, an investigation into missing values was conducted. This investigation involved using SPSS software with dedicated missing value analysis. The results of this analysis indicate that the dataset used for this research lacks any missing values. This confirmation reinforces the reliability of the collected data.

Investigating Missing Values

The study employed a case-wise methodology with Cook's Distance technique to detect outliers, particularly concerning the endogenous variable, firm performance. No outliers were identified after regression analysis, reinforcing the dataset's credibility.

Detecting Outliers

The absence of outliers holds significance within the multivariate analysis. Employing a case-wise approach, the analysis revealed no outliers surpassing the ± 3 threshold. This confirmation affirms the lack of multivariate outliers in the dataset. Subsequently, the analysis was conducted using data from 390 respondents.

Descriptive Analysis

This section presents the study's outcomes through the application of descriptive statistics. Subsequently, the ensuing subtopic outlines how descriptive analysis was employed to comprehend the demographic attributes of the study participants.

Socio-Demographic Characteristics of Respondents

This study meticulously captured the socio-demographic intricacies of the respondents, encompassing factors such as school locations, gender distribution, educational qualifications, and years of professional experience. Among the study's total population, 59.3% (235) constituted females, while males represented 40.7% (161). Notably, diverse educational attainment was evident among the respondents; for instance, 45.7% (181) held bachelor's degrees, followed by 37.9% (150) with master's degrees and 16.2% (64) with diplomas.

Furthermore, a significant majority, 99.2% (393) of the participants, possessed over three years of professional experience. In contrast, a mere 0.8% (3) of respondents reported having less than two years of experience, as highlighted in Table 5.

Table 5
Demographics

Category	Description	No of Respondents	%
Location of Schol	Alifu Alifu Atoll	24	6.2
	Alifu Dhaal Atoll	30	7.6
	Baa Atoll	30	7.6
	Gnaviyani Atoll	30	7.6
	Kaafu Atoll	20	5.1
	Laamu Atoll	40	10.1
	Lhaviyani Atoll	20	5.1
	Noonu Atoll	36	9.2
	Raa Atoll	50	12.6
	Seenu Atoll	60	15.2
	Thaa Atoll	40	10.1
	Vaavu Atoll	10	2.5
Gender	Male	155	39.7
	Female	235	59.3
Education	Bachelor's Degree	175	44.8
	Diploma	64	16.2
	Doctorate Degree	1	0.3
	Master Degree	150	37.9
Years of Experience	Less than two years	3	0.8
	More than three years	387	99.2

Describing Teacher Collaboration and Teaching Effectiveness Levels

Continuing this section, the researcher employs descriptive analysis to delineate Teacher Collaboration and Teaching Effectiveness levels. The emphasis remains on elucidating the extent and intensity of these dimensions. Mean values, as detailed in Table 6, serve as the analytical foundation. Guided by Wiersma's (2000) framework, mean scores between 1.00 and 2.00 indicate a low level, while scores from 2.01 to 3.00 denote a moderate level. Scores within the range of 3.01 to 4.00 signify a distinct high level. Within this academic journey, the researcher's focal point remains unwaveringly fixed on unravelling these nuanced levels within the intricate educational landscape of the Maldives. This scale theoretically exhibits equidistant intervals between responses, rendering it suitable for rigorous analysis (Creswell, 2012).

Table 6
Mean Score Interpretation

Mean Score	Interpretation
1.00-2.00	Low
2.01-3.00	Moderate
3.01-4.00	High

The Level of Teacher Collaboration

The results in Table 7 revealed moderate levels of Teacher Collaboration across various dimensions. The mean scores and standard deviations for *Dialogue* (2.96, 0.58), *Decision Making* (2.76, 0.59), *Action* (2.79, 0.59), and *Evaluation* (2.95, 0.49) consistently reflect this moderate level of collaboration. The overall mean score of 2.89 further reinforces this trend, highlighting the cohesive nature of Teacher Collaboration within the context under study.

Table 7
Level of Teacher Collaboration

Dimensions of Teacher Collaboration	Mean	Standard Deviation	Level
Dialogue	2.96	0.58	Moderate
Decision Making	2.76	0.59	Moderate
Action	2.79	0.59	Moderate
Evaluation	2.95	0.49	Moderate
Overall	2.89	0.46	Moderate

The Level of Teaching Effectiveness

The refined Table 8 effectively encapsulates the comprehensive assessment of teaching effectiveness across diverse dimensions. Commencing with *Subject Matter Knowledge*, a mean score of 3.53, coupled with a standard deviation of 0.47, distinctly signifies a high level of proficiency in this pivotal facet of teaching. Transitioning to the dimension of *Instruction Planning and Strategies*, a mean score of 3.50, accompanied by a standard deviation of 0.52, aptly underscores the efficacy of structuring lessons and employing strategic methodologies to foster heightened engagement. Within the purview of the *Assessment* dimension, educators' mean score of 3.54, in conjunction with a standard deviation of 0.52, effectively underscores their adeptness in appraising student comprehension. The *Learning Environment* dimension, represented by a mean score of 3.55 and a standard deviation of 0.61, distinctly accentuates a conducive classroom milieu that nurtures effective learning dynamics. Moving to *Effective Communication*, the mean score of 3.62 and a standard deviation of 0.49 lucidly highlight the paramount significance of precise and engaging instructional delivery.

Conclusively, the dimension of *Overall Teaching Effectiveness* showcases a mean score of 3.55, alongside a standard deviation of 0.46, consistently affirming a high standard of teaching prowess. In summation, Table 1 concisely encapsulates the multifaceted facets of teaching effectiveness, collectively validating the substantial pedagogical expertise exhibited by educators.

Table 8
Level of Teaching Effectiveness

Dimensions of Teacher Collaboration	Mean	Standard Deviation	Level
Subject Matter Knowledge	3.53	0.47	High
Instruction Planning and Strategies	3.50	0.52	High
Assessment	3.54	0.52	High
Learning Environment	3.55	0.61	High
Effective Communication	3.62	0.49	High
Overall	3.55	0.46	High

Hypothesis Testing (Direct Effect Model)

This section examines a singular hypothesis within the direct effect model. The central premise of this hypothesis asserts that Teacher Collaboration plays a significantly positive role in influencing Teaching Effectiveness within the context of the Maldives.

Table 4.17
Findings of Influence of Teacher Collaboration on Teaching Effectiveness

Relationship	Beta Value (β)	Standard Deviation (SD)	t-Value	P-Value	Result
TC > TE	0.245	0.082	2.995	0.003	Supported

The scrutiny of this hypothesis entails the utilisation of bootstrapping, a robust technique employed to ascertain the significance of relationships. Within this analytical process, beta values, p values, and t-statistics are harnessed to gauge the magnitude of influence. This procedure computes t-values after partial least squares assessments across diverse data segments. The predetermined threshold for significance stands at $p < 0.05$, and instances where t-values exceed 1.96 indicate statistical significance. The culmination of this analysis is anticipated to provide a comprehensive understanding of the extent to which Teacher Collaboration positively imparts Teaching Effectiveness in the Maldives.

Exploring the Numerical Context:

At the crux of this examination lies the Hypothesis, which states, "Teacher collaboration has a significantly positive influence on teaching effectiveness in the Maldives." Through rigorous examination, the hypothesis showcases a beta coefficient (β) of 0.245, signifying the strength and direction of the correlation between Teacher Collaboration (TC) and Teaching Effectiveness (TE). This correlation receives additional support from a t-value of 2.995, which underscores the significance of the relationship. The associated p-value of 0.003 further reinforces the statistical significance of the observed correlation, confirming substantial evidence in favour of the hypothesis.

In addition, a standard deviation of 0.082 sheds light on the breadth of variability within this relationship. The comprehensive analysis not only underscores the beta coefficient and t-value but also emphasises the critical p-value result, strengthening the credibility and significance of the established correlation.

DISCUSSION AND CONCLUSION

The combined discussion and conclusion segment represents a pivotal phase in this article, deciphering and amalgamating the study's findings. This synthesis extends beyond surface-level outcomes, delving into interpretation and underlying patterns. By anchoring these results within existing literature, their academic relevance is enriched. This integrated segment serves a dual role: highlighting immediate insights and anticipating future trajectories. The implications of these findings for the field are outlined, while potential limitations are candidly acknowledged.

In essence, this merged section encapsulates the study's academic journey, bridging findings with their scholarly context and charting a course toward new realms of knowledge.

Discussion of the Findings: Unveiling the Influence of Teacher Collaboration on Teaching Effectiveness in the Maldives

This study centres on deciphering how Teacher Collaboration influences Teaching Effectiveness in the Maldives. Two key research questions guide the exploration:

- (a) What is the existing level of teacher collaboration among educators within the educational framework of the Maldives?*
- (b) How do educators currently perceive and experience teaching effectiveness within the educational landscape of the Maldives?*

This discussion proceeds to expound on the findings, shedding light on the interplay between Teacher Collaboration and Teaching Effectiveness as they relate to the nuances of these questions.

The Level of Teacher Collaboration in Maldives

The outcomes derived from this descriptive study reveal a moderate level of consensus among the study participants regarding the constituents of teacher collaboration within the educational context of the Maldives. The mean scores attributed to the dimensions of Dialogue, Decision-Making, Evaluation, and Action collectively gravitate within the range of 2.98 to 2.95. This collective positioning signifies that educators in the Maldives perceive the degree of teacher collaboration within their institutions as moderately pronounced.

The prominence of the Dialogue dimension is of particular significance amidst the array of collaborative aspects. This prominence implies a primary focus on pedagogical practices during these dialogues, with other concerns needing to be emphasised. Furthermore, the findings underscore the consistent trend of educators channelling their discussions toward scrutinising evidence of performance and attaining educational goals. These findings are harmonious with the observations posited by Korthagen (2017), who contended that well-developed teacher teams engage in collective dialogues encompassing student learning, the impact of teaching on student achievement, and strategies tailored to individual student requirements.

Beyond this, the insights gleaned from this research regarding the level of teacher collaboration signal an intrinsic need for cultivating more robust and supportive relationships within the professional learning community of the Maldives. Unlike solitary learners, teachers construct knowledge collaboratively through interactions and concerted endeavours (Putnam & Borko, 2000; Wenner & Campbell, 2021). Notably, contemporary propositions for enhancing educational institutions prioritise the pivotal role of teachers within the broader educational framework.

This comprehensive exploration into teacher collaboration levels within the Maldives unveils the current state. It offers a roadmap for potential advancement within collaborative educational efforts among educators.

The Level of Teaching Effectiveness in the Maldives

The findings of this descriptive study underscore the prevailing consensus among the participants regarding the presence of critical elements underpinning teaching effectiveness within the educational landscape of the Maldives. Remarkably, the mean score associated with Effective Communication stood marginally higher at 3.62, indicating a heightened concurrence among participants concerning the efficacy of communication within their pedagogical milieu. This resonates with established scholarly perspectives asserting communication as a pivotal prerequisite for teachers' effectiveness (Nolan & Molla, 2017; Hattie, 2008).

In line with the assertions of Strong and Tucker (2003), proficient educators aptly communicate with students, adeptly model linguistic standards, attentively listen and constructively respond, establish multifaceted communication channels between school and home, and adhere to institutional protocols concerning student information dissemination. Furthermore, adept educators expound concepts in a cogent manner tailored to the age and aptitude of their students (Stronge, 2010).

The mean ratings for Learning Environment, Assessment, Subject Matter Knowledge, and Instructional Planning and Strategies ranged from 3.55 to 3.50, indicative of participants' robust belief in the pervasive prominence of these components within their educational milieu. Moreover, the findings unveil educators' confidence in exhibiting accurate subject knowledge, interlinking it with past and anticipated learning trajectories, presenting content in accessible formats, tailoring instruction to intellectual and emotional exigencies, and anchoring teaching methodologies in loftier educational objectives. Furthermore, the research divulged a willingness among educators to adapt teaching methodologies to heighten the relevance of instructional content, harnessing pertinent materials, technology, and resources—an alignment with the findings articulated by Stronge (2018).

Parallel to the conclusions drawn by Stronge (2018), this study underscores effective educators' adept navigation of pertinent curriculum standards, the seamless integration of essential constituents, and the cultivation of higher-order cognitive proficiencies. Likewise, the findings mirror Stronge's assertions concerning educators' accurate domain knowledge, bridging prior cognitive foundations with ongoing learning experiences, exhibiting contextually relevant subject-specific competencies, and exhibiting astute awareness of developmental requisites across age cohorts.

A corollary facet unveiled within Stronge's (2018) exploration is imperative for educators to adroitly deploy diverse instructional modalities and techniques, thereby optimising the arc of student learning. Stehle and Peters-Burton (2019) corroborate these tenets, asserting that effective educators harness pedagogical moments to galvanise learning, optimise temporal dimensions, shoulder accountability for student mastery, and foster equitable, compassionate, and trustworthy relationships.

The composite findings underscore participants' collective conviction in the substantial presence of pivotal elements within their professional learning community. This empirical tapestry may serve as a navigational beacon for shaping forthcoming initiatives to refine teaching effectiveness and bolster the scaffolding of support and resources earmarked for educators within the Maldivian educational panorama.

Influence of Teacher Collaboration on Teaching Effectiveness

The outcomes derived from the Hypothesis illuminate the paramount significance of teacher collaboration in moulding teaching effectiveness. The statistical analysis unveils a positive correlation with a beta value of 0.245, a T-value of 2.995, and a noteworthy P-value of 0.003. These findings unmistakably indicate that when educators engage in more extensive collaboration, their teaching effectiveness experiences a notable improvement. This alignment harmonises with prior research, consistently underscoring that collaborative endeavours among teachers yield positive transformations in teaching practices and student learning outcomes.

Past global studies have consistently emphasised the favourable impact of teacher collaboration on instructional methodologies and, by extension, student accomplishments (Goddard et al., 2015). This investigation echoes these established patterns, reinforcing that teacher collaboration is essential in advancing teaching effectiveness within the context of the Maldives. Consequently, educational reforms increasingly emphasise nurturing teacher collaboration as a strategic avenue to elevate student achievements. This study identifies effective teacher collaboration as an interactive process where educators work closely within regular work hours. They collectively scrutinise student performance data and collaboratively tackle pedagogical challenges through deliberations, joint decision-making, action implementation, and introspective assessment (Woodland & Hutton, 2012). A corresponding viewpoint is supported by Woodland et al. (2013), who uncovered that collaborative endeavours to resolve practical teaching issues directly connected to the classroom environment yield substantial enhancements in teaching practices, leading to subsequent upswings in student achievements. The convergence

of research findings and existing literature firmly establishes that teacher collaboration is a linchpin in augmenting teaching effectiveness within the educational landscape of the Maldives.

Research Implications

This study unveils profound implications illuminating the intricate relationship between teacher collaboration and teaching effectiveness within the educational context of the Maldives. These implications span practical, methodological, theoretical, and policy domains, offering valuable insights for educators, administrators, policymakers, and researchers.

Practical Implications

From a practical standpoint, the study's findings underscore the potential of fostering teacher collaboration to enhance teaching effectiveness in Maldivian schools significantly. Schools can create an environment conducive to knowledge sharing and experience exchange among educators, promoting collaborative engagement. This exchange boosts teachers' confidence and cultivates their pedagogical skills, improving student learning outcomes.

Methodological Considerations

Methodologically, the research highlights the imperative of accounting for localised contexts. The unique educational landscape of the Maldives plays a pivotal role in shaping the dynamic interplay between teacher collaboration and teaching effectiveness. This emphasises the necessity of context-sensitive approaches in designing interventions and strategies optimising teaching practices.

Theoretical Contributions

Theoretical implications arise from the study's contribution to understanding teacher collaboration and teaching effectiveness. By establishing a positive correlation between these variables within the Maldivian setting, this research corroborates the universal applicability of the teacher collaboration–teaching effectiveness nexus. This alignment with broader educational theory adds depth to comprehension while accommodating specific cultural and social nuances within the Maldives.

Policy Recommendations

The implications of this study bear particular significance for educational policymakers in the Maldives. The positive link between teacher collaboration and teaching effectiveness underscores the value of investing in collaborative platforms within schools. Encouraging spaces facilitating collaborative dialogue among educators can serve as a strategic approach to elevating teaching quality nationwide.

Limitations and Future Avenues

It is pertinent to acknowledge the limitations of this study. Its exclusive focus on teacher collaboration and teaching effectiveness restricts a comprehensive exploration of potential mechanisms underlying the translation of collaboration into enhanced teaching effectiveness. Future research could delve deeper into these mechanisms. Furthermore, investigating variations in collaboration dynamics across diverse school settings within the Maldives could offer a more nuanced understanding of its impact.

In conclusion, this research yields practical, methodological, theoretical, and policy-oriented insights into the intricate relationship between teacher collaboration and teaching effectiveness in the Maldives. These implications can potentially guide educators and policymakers in optimising collaborative practices, fostering more effective teaching methodologies and ultimately advancing student learning outcomes.

Practical Implications

The practical implications of the study's exploration of the nexus between teacher collaboration and teaching effectiveness in the Maldives hold relevance for educational institutions, instructors, and policymakers. The findings offer actionable insights that can contribute to meaningful enhancements in educational outcomes.

Fostering Collaborative Culture

A primary practical implication pertains to nurturing a culture of collaboration within schools. The study underscores the substantial impact of fostering teacher collaboration on teaching effectiveness. To this end, schools can initiate measures that facilitate regular interactions and knowledge exchange among educators. Implementing structured collaborative sessions, such as interdisciplinary workshops, can cultivate an environment conducive to collectively refining instructional approaches.

Enhancing Pedagogical Practices

Moreover, the outcomes of the study suggest implications for refining pedagogical practices. Prioritising teacher collaboration can lead to disseminating innovative pedagogical strategies and instructional methods. Schools can

encourage educators to collaborate on curriculum design, lesson planning, and classroom management strategies. This collaborative synergy can result in a diverse repertoire of effective teaching strategies catering to varying student learning needs.

Tailored Professional Development

Another practical implication centres around customising professional development endeavours. Acknowledging the impact of teacher collaboration on teaching effectiveness, educational institutions can incorporate collaborative skill development into their professional growth programs. Encouraging educators to collaborate on research initiatives, curriculum design, and lesson evaluations can foster a deeper grasp of effective teaching techniques and their real-world implementation.

Leadership and Institutional Support

Effective leadership and institutional support stand out as critical practical considerations. School leaders and administrators play a pivotal role in nurturing a collaborative ethos. By providing resources, dedicated time, and platforms for collaborative activities, they can motivate teachers to engage in collaborative pursuits actively. Leadership endorsement can also manifest through acknowledging and celebrating successful collaborative endeavours, reinforcing their significance within the school framework.

Policy Implications

From a policy perspective, the study underscores the necessity of aligning educational policies with promoting teacher collaboration. Policymakers can contemplate integrating strategies that enhance collaboration into the educational curriculum. Policies can incentivise and facilitate collaborative efforts among educators by recognising teacher collaboration as a foundational pillar of effective teaching. In essence, the practical implications of this study accentuate the transformative potential of teacher collaboration in augmenting teaching effectiveness within the educational landscape of the Maldives. By prioritising collaboration, schools and policymakers can contribute to a more robust and impactful teaching environment, ultimately benefiting educators and students.

Limitations

While investigating the impact of teacher collaboration on teaching effectiveness in the Maldives, this study encounters several limitations warranting consideration.

Subjectivity and Bias in Self-Reporting

A primary limitation arises from the reliance on self-reported data, introducing the possibility of social desirability and response bias. Respondents may tailor their responses to align with perceived expectations, potentially influencing the accuracy of the collected information.

Limited Perspective

The study's scope is confined to teachers' perspectives, omitting insights from other stakeholders integral to developing professional learning communities, such as students and parents. Incorporating these viewpoints could offer a more holistic understanding of the dynamics at play.

Narrowed Focus

The study's exclusive focus on teacher collaboration and teaching effectiveness leaves other crucial variables unexplored. School culture, leadership, and teacher characteristics can influence these relationships. The omission of these variables may result in an incomplete portrayal of the dynamics under examination.

Unaccounted Extraneous Variables

The lack of control over extraneous variables poses another limitation. Factors beyond the study's scope, such as external school influences and individual teacher attributes, remain unaddressed. These uncontrolled factors could introduce confounding effects that potentially impact the study's outcomes.

Cross-Sectional Design

The study's reliance on a cross-sectional design impedes establishing causal relationships among the variables. While providing insights into associations, this design falls short of elucidating temporal sequences and causality. Future research adopting a longitudinal approach could offer deeper insights into the evolving interplay of the variables and the true impact of teacher collaboration on teaching effectiveness.

Contextual Specificity

Lastly, the study's focus on teachers' experiences within the Maldives limits its generalizability. Countries possess diverse cultural, economic, and educational contexts that may yield distinct dynamics. Further research across

varied settings is imperative to validate and extend the study's findings. While exploring the interplay between teacher collaboration and teaching effectiveness in the Maldives, this study acknowledges limitations tied to data collection, scope, unexplored variables, and research design. Recognising these limitations bolsters the study's integrity and underscores the need for nuanced future investigations.

Recommendations for Future Research

The following recommendations arise from the study's exploration of teacher collaboration's impact on teaching effectiveness in the Maldives:

Broadening Participant Scope

Subsequent research should consider expanding the participant pool beyond government schools to encompass private schools. Additionally, to enhance representation, adopting a comprehensive sampling strategy covering schools across all six provinces of the Maldives is advisable. This approach would yield a more holistic understanding, facilitating the generalisation of findings across the diverse educational landscape.

Diversifying Stakeholder Perspectives

Future research should incorporate perspectives from various stakeholders beyond educators to present a more holistic view. Including viewpoints from students, parents, and school leadership would contribute to a more nuanced understanding of the interplay between teacher collaboration and teaching effectiveness.

Incorporating Comprehensive Variables

Future research could extend its focus to encompass various influential variables to deepen the exploration. This includes delving into variables like school culture, instructional leadership of principals, and teacher attributes. These additional factors would contribute to a more nuanced analysis of the relationships between teacher collaboration and teaching effectiveness.

Methodological Triangulation

Future studies could benefit from methodological triangulation by combining quantitative approaches with qualitative methods such as participant observations and in-depth interviews. This approach would offer a multi-dimensional understanding, enabling researchers to delve deeper into participants' experiences, perspectives, and motivations. Such diversification could provide richer insights, complementing survey data.

In conclusion, as the study delves into the interplay between teacher collaboration and teaching effectiveness in the Maldives, these recommendations serve as guideposts for future research endeavours. By expanding participant groups, incorporating diverse viewpoints, embracing comprehensive variables, and diversifying methodologies, researchers can further unravel the intricate dynamics underpinning effective teaching practices in the Maldivian educational context.

Conclusion

This study's investigation into the relationship between teacher collaboration and teaching effectiveness in the Maldives yields significant insights. The research establishes a positive connection between teacher collaboration and teaching effectiveness, emphasising the pivotal role of collaboration in augmenting effective teaching practices. These findings offer actionable guidance for policymakers, educators, and researchers in the Maldives and comparable contexts. By harnessing the potential of teacher collaboration, the education system can be fortified, resulting in more impactful and successful teaching outcomes.

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