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# Teacher Participation in Decision-Making and Its Influence on Professional Learning Communities in Malaysian Schools

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## *Abstract*

Professional Learning Communities (PLCs) are recognized as structured collaborative groups that enable teachers to enhance their competencies through continuous and systematic learning activities and contribute to school improvement. However, the effective implementation of PLCs in Malaysian schools remains challenging due to issues such as heavy teacher workload, limited institutional support, and lack of shared understanding. These challenges highlight the need for stronger organizational mechanisms, particularly teacher participation in decision-making. Therefore, this study investigates the influence of teacher participation in decision-making on PLCs. A quantitative cross-sectional survey design was employed, involving 284 secondary school teachers in Penang selected through simple random sampling. Data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings reveal that teacher participation in decision-making has a significant positive influence on PLCs. This study provides empirical evidence that inclusive decision-making practices strengthen collaborative professional cultures and enhance the sustainability of PLCs implementation in Malaysian schools.

**Keywords:** *Partial least squares structural equation modelling (PLS-SEM); Professional learning communities; Teacher participation in decision-making*

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