INPLASY PROTOCOL

Received: 16 May 2022

Published: 16 May 2022

Corresponding author:
siti hajariah ilani Mat Lazim

ilanihajariah@gmail.com

Author Affiliation:
Malaysia National University.

Review Stage at time of this submission: Data analysis - Completed but not published.

Conflicts of interest:
None declared.

A Systematic Review on Leadership Practices for Safety in Education Sector

Mat Lazim, SHI[1]; Arifin, K[2]; Khairil, M[3]; Mahfudz, M[4]; Ciyo, MB[5]; Ali, MN[6]; Lampe, I[7]; Samad, MA[8].

Review question / Objective: The review is guided by the central research question. "What are the effective leader-ship practices in managing safety in education institution?" This study aimed to fill the gap by review previous related studies systematically to gain more understanding of recognizing and describing leadership practices among academic leaders toward safety in the workplace.

Eligibility criteria: Eligibility is the third stage where the full articles were accessed. Eligibility is the third process where the authors manually monitored the retrieved articles to ensure all the remaining articles (after the screening process) are in line with the criteria. This process was done by reading the title and abstract of the articles. This process excluded 100 articles due to focus of the articles not related to education sector, not explain about leadership practices in managing safety and unclear methodology. Overall, there were only 21 selected articles.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 16 May 2022 and was last updated on 16 May 2022 (registration number INPLASY202250103).

INTRODUCTION

Review question / Objective: The review is guided by the central research question. "What are the effective leader-ship practices in managing safety in education institution?" This study aimed to fill the gap by review previous related studies systematically to gain more understanding of recognizing and describing leadership practices among academic leaders toward safety in the workplace.

Condition being studied: A systematic literature review was done on all previous studies about leadership practices for

safety in education sector i.e. higher education and schools.

METHODS

Participant or population: The search recorded 590 articles.

Intervention: The review combine the results of multiple studies about leadership practices for safety and provide a list of leadership practices for safety in education sector.

Comparator: No specific comparator which mean any comparator including no comparator were included in the review.

Study designs to be included: The study follow PRISMA 2020 statement.

Eligibility criteria: Eligibility is the third stage where the full articles were accessed. Eligibility is the third process where the authors manually monitored the retrieved articles to ensure all the remaining articles (after the screening process) are in line with the criteria. This process was done by reading the title and abstract of the articles. This process excluded 100 articles due to focus of the articles not related to education sector, not explain about leadership practices in managing safety and unclear methodology. Overall, there were only 21 selected articles.

Information sources: The search for the article is limited to three electronic databases which are Scopus, Web of Science and Google Scholar.

Main outcome(s): There are three main leadership practices to manage occupational safety in education sector which are, establish and convey the safety vision; supports learning and professional capacity development; and leading with safety orientation. The first strategy is, establish and convey the vision by leaders. This strategy is important for the organization so that its direction is not ambiguous to achieve the targeted goals. In this case, a total of 14 previous studies were found to focus on establish and convey the vision, particularly in leadership strategies in safety management. Specifically, it should be noted that stimulating safety voice behavior (7 studies) was the common strategy under this theme, followed by promoting safety awareness (6 studies), acting as safety role model (6 studies), and formulating and communicating safety vision (4 studies). The second strategy is, supports learning and professional capacity development. This strategy emphasizes the need for individual development to improve safety performance. In this case, a total of 17 previous studies were found to focus on supports learning and professional capacity development. The most popular sub-theme for this strategy is, transferring safety knowledge that discussed in 15 studies, followed by building trusting relationship (9 studies), ensuring safety information is communicated fluidly (8 studies), and selecting staff for the right fit (4 studies). The third strategy is leading with safety orientation. This strategy emphasizes on leaders' efforts that focus on safety in leadership. In this case, a total of 17 previous studies were found to focus on leading with safety orientation. The most popular sub-theme for this strategy is practicing effective leadership style that discussed in 15 studies, followed by emphasizing safety management (9 studies), connecting with external partners (8 studies), and recognizing effort and achievement (4 studies).

Quality assessment / Risk of bias analysis: To reduce the risk of bias and ensure the quality of the review, a standard checklist were used which is PRISMA Statement 2020 checklist.

Strategy of data synthesis: The data were extracted by reading through the abstracts first, then the full articles (in-depth) to identify appropriate themes and sub-themes. Qualitative analysis was performed using content analysis to identify themes related to leader's safety management strategies. The researcher read the 21 articles thoroughly particularly in the sections of abstract, results and

discussions. The data abstraction was conducted based on the research questions, it denotes that any data from the reviewed studies that are able to answer the research questions were abstracted and placed in a table. Subsequently, the researcher performed thematic analysis that identified themes and sub-themes based on efforts related to noting patterns and themes, clustering, counting, noting similarities, and relationship that existed within the abstracted data. The first step of a thematic analysis is to generate themes. In the process, the authors tried to identify patterns that emerged among the abstracted data of all reviewed articles. Any similar or related abstracted data were pooled in a group and eventually, a total of three main groups were created. The authors then re-examined the three groups of data and found other 12 sub-groups. The next process involved reviewing the accuracy of these themes, in this process the authors re-examined all the main and sub-themes generated in order to ensure its usefulness and accurate representations of the data. Afterwards, the authors proceeded to the next stage by naming the themes for each group and their sub-group. The authors started naming the themes for the main group first before naming the themes for the sub-group.

Subgroup analysis: Not applied in this review.

Sensitivity analysis: Not applied in this review.

Country(ies) involved: Malaysia.

Keywords: leadership; leadership practices; safety; education; academic leaders.

Contributions of each author:
Author 1 - siti hajariah ilani Mat Lazim.
Email: ilanihajariah@gmail.com
Author 2 - Kadir Arifin.
Author 3 - Muhammad Khairil.
Author 4 - Muhammad Nur Ali.
Author 5 - Ilyas Lampe.
Author 6 - Muhammad Ahsan Samad.
Author 7 - Mahfudz Mahfudz.
Author 8 - Muhammad Basir Ciyo.