Research Article

Critical Performance Roles of School Heads and Teachers' Collaboration in Public School

Laila L. Malolos*

Department of Education, Sta. Anastacia San Rafael National High School San Rafael City of Sto Tomas Batangas, Philippines 4234

ABSTRACT

The study aimed to determine the critical performance roles among school heads and teachers' collaboration in public schools. A quantitative descriptive correlation research design was used and the modified standardized survey instrument based on Total Leaders 2.0 by Spady (2010) was utilized in the 31 public schools with 538 teachers, school heads, and principals serving as the respondents. The test of the significant difference between the assessment of the school heads and teachers as to critical performance roles among school heads indicates there is no significant relationship between groups and within groups by schools. There is a significant difference between the assessment of the school heads and teachers as to teachers' collaboration. The perceived level of assessment of school heads and teachers as to teachers' collaboration noted a significant. There is a significant relationship between the level of manifestation of critical leadership performance roles among school heads level of manifestation of teachers' collaboration. Finally, the level of manifestation of critical leadership performance roles among school heads singly or in combination does not significantly explain the level of manifestation of teachers' structural collaboration. The results show that critical performance roles positively predicted Instructional Programs and Interpersonal Collaboration than in and of other variance.

Keywords: Assessment, Critical performance roles, Teachers' collaboration

Introduction

School heads or school leaders play a crucial role in running schools and empowering teachers. They are given such a role as embodied in Deped Order No. 42 s. 2007 also known as The Revised Guidelines on Selection, Promotion and Designation of School Heads. This mentioned in its LEADERSHIP FRAMEWORK that there shall be a school head for all public elementary and secondary schools or a cluster thereof, under Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Governance of Basic Education Act of 2001).

A school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. As such, a school head is expected to possess Educational Leadership which is the ability to craft and pursue a shared school vision and mission, as well as develop and implement curriculum policies, programs, and projects, People Leadership or the ability to work and develop effective relationships with stakeholders and exert a positive influence upon people, and Strategic Leadership is the ability to explore complex issues from a global perspective, manage an educational enterprise and maximize the use of resources. This only means that much is expected of school heads. If they fail to play their roles in the mentioned aspects, their schools also fail and their teachers become uninspired to work. Worse, they will not be denied promotion and will be held liable for not performing their roles to inspire teachers. This may be the case for both new and seasoned school heads.

In the case of new school heads, according to Arrieta and Ancho (2020), the decision to accept a leadership role will always require reflection and discernment. The power, authority, privileges, and benefits attached to it are enticing, but the duties and responsibilities make a person step back and think about it. When no one else is qualified to lead, tenure and performance become the basis of appointment. Despite lacking the required credentials, particularly educational qualifications, one receives the promotion as academic head because he/she is the most senior among the teachers. This study aims to explore and find out the experiences of novice academic heads in leading and managing their teachers. It identified the challenges and struggles, including their learning experiences and realizations as new academic heads.

Using the phenomenological method, seven new learning area heads (less than two years of experience) from a private sectarian school in the National Capital Region, Philippines were observed for six months and interviewed separately. The study found out that the novice academic heads considered paperwork, culture, processes and procedures, expectations of superiors, and supervision of teachers as primary challenges. To handle these challenges, they regularly consulted their supervisors and their former academic leaders mentored some of them. They also engaged themselves in professional and personal development to enhance their leadership competence. Having a succession plan will integrate the induction, leadership, and mentoring programs for future academic heads.

Meanwhile, as mentioned in Molina and Wilchowski (2018) in "The School Leadership Crisis Part 1: Making Principals Work for Schools", there exists a leadership crisis and to be effective, principals should shift from being bureaucrats, burdened by administrative work, to instructional leaders who provide pedagogical support to teachers. The levers are (1) using data to drive instruction, (2) continuously observing teachers and providing feedback on their performance, (3) supporting teachers with lesson and unit planning, (4) providing useful professional development, (5 and 6) creating a strong culture of learning among staff and students, and (7) developing a strong leadership team to support and improve instruction.

Evidence shows that some school heads in as much as they want to do not reach expectations when it comes to manifesting critical leadership performance roles. They may be regularly reminded though and may still improve when it comes to leadership. They may not be perfect. They have lapsed. This study will evaluate school heads' critical performance roles and how these relate to teachers' collaboration.

Theoretical Framework

The study is anchored on William Spady's (2010) Total Leaders 2.0 Model (as cited in Papa, 2019) which highlights the five critical performance roles such as relational, authentic, visionary, quality, and service leadership. Spady has been a major catalyst and leader of educational change efforts in North America and abroad for more than forty years. His vision and commitment to elevating and transforming the entrenched Industrial Age paradigm of education is boldly stated in his countless published papers.
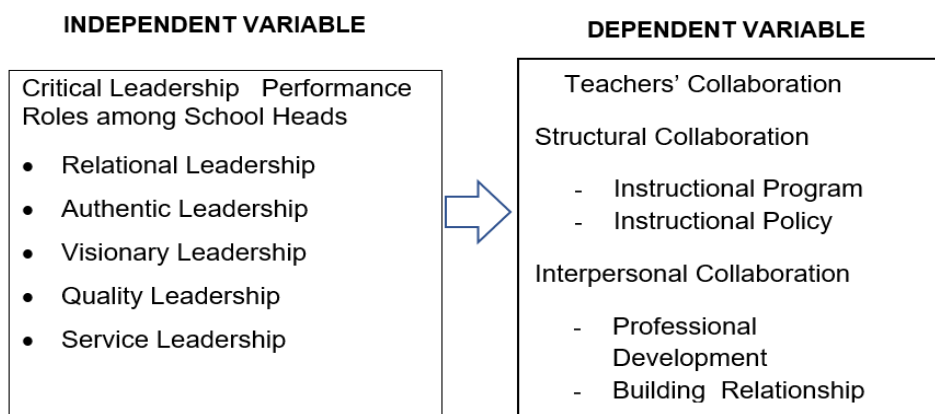
Research Paradigm

INDEPENDENT VARIABLE

Critical Leadership Performance Roles among School Heads

- Relational Leadership
- Authentic Leadership
- Visionary Leadership
- Quality Leadership
- Service Leadership

DEPENDENT VARIABLE

Teachers' Collaboration

Structural Collaboration

- Instructional Program
- Instructional Policy

Interpersonal Collaboration

- Professional Development
- Building Relationship

Fig. 1 Research Paraigm

Statement of the Problem

The main thrust of this study was to determine the critical performance roles among school heads and teachers' collaboration in public schools

Specifically, this study sought to answer the following queries.

1. What is the level of manifestation of critical performance roles among school heads of public secondary schools in the Division of Sto. Tomas as assessed by school heads and teachers in terms of:
   1.1 Relational Leadership;
   1.2 Authentic Leadership ;
   1.3 Visionary Leadership ;
   1.4 Quality Leadership, and
   1.5 Service Leadership?
2. What is the level of teachers' collaboration in public secondary schools as assessed by school heads and teachers in terms of:
   2.1 . Structural Collaboration ;
       2.1.1 Instructional Program ;
       2.1.2 Instructional Policy ;
   2.2 Interpersonal Collaboration ;
       2.2.1 Professional Development ; and
       2.2.2 Building Relationship?
3. Is there a significant difference between the assessment of the school heads and teachers as to critical performance roles among school heads?
4. Is there a significant difference between the assessment of the school heads and teachers as to teachers' collaboration?
5. Is there a significant relationship between the critical leadership performance roles among school heads and teachers' collaboration in public secondary schools?
6. Does the critical leadership performance roles among school heads singly or in combination significantly explain the level of manifestation of teachers' collaboration in public secondary schools?

Research Hypotheses

The following hypotheses were tested for their significance at a .05 level.

1. There is no significant difference between the assessment of the school heads and teachers as to critical performance roles among school heads.
2. There is no significant difference between the assessment of the school heads and teachers as to teachers' collaboration.
3. There is no significant relationship between the critical performance roles among school heads and teachers' collaboration in public secondary schools.
4. The critical performance roles among school heads singly or in combination do not significantly explain teachers' collaboration in public secondary schools.

Literature Review
Leadership Performance Roles among School Heads

William Spady's (2010) Total Leaders 2.0 Model as cited in Papa, 2019 Total Leaders 2.0

which is the twenty-first century's quick guide to leadership and change gurus of the past two decades into an integrated, compelling, easily understood, practical leadership framework: the Total Leaders 2.0 model. The model's five domains and fifteen performance roles enable leaders in the field to systematically address the challenges of organizational change in today's technologically driven and dramatically changing world. As mentioned in the model, relational leadership operates collaboratively with inclusion and involvement, authentic leadership operates consciously with intention and integrity, visionary leadership operates creatively with inspiration and imagination, quality leadership operates competently with initiative and insight and last is service leadership operates compassionately with intervention and influence. All of these leaderships together result in Total Leadership. Those leadership theories are sources of William Spady's Total Leaders 2.0 Model which highlights the five critical leadership performance roles such as relational, authentic, visionary, quality, and service leadership (Papa, 2019). Spady has been a major catalyst and leader of educational change efforts in North America and abroad for more than forty years. The concept called role performance has been the central component of the Total Leaders 2.0 strategic design. Role performers are people who can competently carry out a complex range of related tasks across a range of situations and contexts.

Teachers' Collaboration on Professional Development

Burton (2016) found out in his study that the influence of teacher cooperation on teacher learning and development was investigated in this qualitative study. Collaboration was examined for its influence on how teachers build on their distinctive pedagogies through data collection and analysis of teacher surveys, observations, a focus group, and interviews Published by Arkansas State University in 2020, teachers and school administrators today, according to research, are more interested in teacher cooperation than in earlier generations. While it has always been the norm for instructors to work alone, it is becoming increasingly usual for them to work in groups.

Teachers who collaborate, according to proponents, have a beneficial influence on one another and contribute naturally to school improvement. Working in groups, sharing duties, offering feedback, and establishing trust are all examples of teacher cooperation. In an article published by Jones in 2018 entitled: "Research Shows Teacher Collaboration Helps Raise Student Achievement," the missing link in school reform: teacher collaboration. "Students exhibited better increases in arithmetic proficiency when their instructors reported regular discussions that centered on math, and when there was a feeling of trust or closeness among teachers." with their classmates," Leana discovered in her research of over 1,000 4th and 5th-grade teachers in New York City. Finding time to interact with coworkers, exchange ideas, and offer support is the first step toward collaboration. The result of the study M. Holmqvist & B. Lelinge (2020) indicates that Collaborative Professional Development (CPD) gives improved outcomes for both teachers and students, even if few studies are taking into consideration the students' results. The main part of the changes targeted attitudes toward inclusive education In a collaborative study conducted by Vangrieken, Dochy, Raes, and Kyndt in 2016, a total of 82 papers were chosen based on predetermined criteria and then examined using a narrative review approach to thematically aggregate information across the research. The review's initial goal was to give an overview of the terminology used to characterize teacher cooperation in prior studies. Collaboration was viewed as a spectrum here, ranging from simple group collaboration to powerful team collaboration. The degree of was used to define this continuum. The assessment also looked into the scope and depth of the partnership.

Methods

This study used the quantitative descriptive correlational research design to assess the independent and dependent variables and test the significant relationship between the two. Primary data were elicited from all school heads and teachers of all public secondary schools in the Division of Sto. Tomas via a Google form. Simple random sampling will be

used to give the school heads and teachers a chance to be included in the study. The sample size of the school heads and teachers will be determined using G-power or Raosoft calculator with a confidence level of 95%, the confidence interval is 3. Out of 1000 school heads and teachers respondents, there were 516 number of respondents. To assess the level of manifestation of critical performance roles among school heads, a standardized survey instrument was utilized as conceptualized by Papa (2020) and based on Total Leaders 2.0 by Spady (2010). A teacher-made survey questionnaire was used. It consisted of three parts. The first part was the respondent's profile, the second part was critical performance roles and the last part was teachers' collaboration. The content was validated by LSPU professors and principals of the public schools. This instrument underwent pilot testing using Google Forms for respondents not included in the study. Afterward, the results were subjected to Cronbach's Alpha for reliability.

In gathering data and information analysis, the distribution of the survey instrument was conducted. Upon obtaining the necessary authorization, the distribution of the survey questionnaire was immediately followed through Google Forms. The answered questionnaires or forms were collected and tabulated for further analysis. Finally, after tabulation, the appropriate corresponding statistical methodologies were carried out. Gathered quantitative data were treated using Statistical Package for Social Sciences. In particular, it used the Frequency count, percentage, mean and standard deviation were used to describe the level of manifestation of critical performance roles among school heads of public secondary schools as assessed by school heads and teachers. Similar tools will be used to determine the level of teachers' collaboration in public secondary schools as assessed by school heads and teachers. The t-test for independent samples was to assess if there is a significant difference between the assessment of the school heads and teachers as to critical performance roles among school heads and teacher collaboration. Pearson Product moment correlation (Pearson r) was used to determine if there is a significant relationship between critical performance roles and teachers' collaboration. Moreover, Linear Regression Analysis was performed to assess if the level of critical leadership performance roles among school heads singly or in combination significantly explains the level of manifestation of teachers' collaboration in public secondary schools.

Result and Discussion
Part I. Respondents Profile
The tables below consist of information about the respondents of the study. These teachers, school heads, and principals were from 31 secondary and elementary schools,

Table 1. Respondents' Teaching Position

Teaching Positions	Frequency	Percent
Teacher 1	231	42.9
Teacher 2	98	18.2
Teacher 3	150	27.9
Master Teacher 1	25	4.6
Master Teacher 2	12	2.2
Head Teacher 1	5	.9
Head Teacher 2	5	.9
Principal 1	7	1.3
Principal 2	5	.9
	538	100.0

Table 1 presents the different teaching positions of the 538 respondents. Most of them came from Teacher 1 (231), Teacher 2 (98), and Teacher 3 (150) which is 89 % of the total number of respondents. The remaining 19 % consisted of Master Teacher 1 (25), Master

Teacher 2 (12), Head Teacher 1 (5), Head Teacher 2 (5) Principal 1 (7) Principal 2(5). The respondents held various positions, which could be beneficial as it brought diverse perspectives to the questionnaire. Their respective roles and responsibilities influenced their viewpoints, enhancing the richness of their responses.

Table 2. Respondents Civil Status

	Frequency	Percent
Single	146	27.1
Married	378	70.3
Widow/Widower	14	2.6
Total	538	100.0

Table 2 shows the civil status of the respondents. The 70.3 % or 378 respondents were all married, 21. 1% which is 146 were single and 2.6% or 14 respondents were widowed. Out of 538 respondents, it is shown that the greatest number of them were married, followed by single and then widowers. compared to individuals who are single or without dependents.

Table 3. Respondents 'Age

Age	Frequency	Percent
21-30	140	26.0
31-40	179	33.3
41-50	133	24.7
51-60	84	15.6
61 – above	2	.4
Total	538	100.0

Table 3 provides information on the age distribution of the respondents, presenting

Table 4. Respondent's Educational attainment

Educational Attainment	Frequency	Percent
Bachelor's Degree with Master's Units	166	30.9
Master's Degree	164	30.5
Doctoral Units	169	31.4
Doctorate Degree	39	7.2
Total	538	100.0

In Educational Attainment, table 4 shows that 31.4%, the highest percentage belong to those who have Doctoral Units which has 169 respondents, while Bachelor's Degrees with Master's Units 30.9 %, 166 respondents, and those with Master's Degrees 30.5 %, 164 respondents. The Doctorate Degree got 7.2% which consists of 39 respondents.

Table 5. Respondents' Years of Work

Years of Work	Frequency	Percent
1-5	183	34.0
6-10	148	27.5
11-15	68	12.6

Years of Work	Frequency	Percent
16-20	40	7.4
21-25	44	8.2
26 and above	55	10.2
Total	538	100.0

Table 5 presents the number of years that the respondents were in the teaching profession. Those in the years 1-5 are 183 respondents which is 34% of the total number of respondents. There were 148 respondents, 27.5% with 6-10 years of experience, 68 respondents, 12.6% with 11-15 years, 40 respondents, 8.2% with 21-25 years, and 55 respondents, 10.2 % were 26 and above years of experience.

Table 6. Level of Critical Performance Roles in Terms of Relational Leadership

The principal/school head	Mean	SD	VI
1. has deep moral values and ethical approaches to decision-making procedures	3.47	.701	M
2. demonstrates exemplifies behavior that may increase teachers' motivation and productivity in the workplace	3.46	.693	M
3. allows teachers to feel included with a feeling of trust and respect amongst each other.	3.46	.721	M
4. builds a deep connection between or among co-workers so that they may feel more trusting of their leader.	3.42	.738	M
5. leads by example and set a baseline for how things be done to effectively reach the goals	3.47	.712	M
6. identifies common goals, and objectives and helps anticipates outcomes of the goals.	3.49	.707	M
7. involves teachers in the process of visualizing an outcome.	3.49	.710	M
8. provides opportunities for parents' involvement and fosters meaningful relation	3.52	.702	HM
9. assumes public relation role to get parents and other stakeholders involved in the school council	3.51	.707	HM
10. helps the teachers, parents, and stakeholders feel a sense of importance, purpose and inclusivity.	3.50	.710	HM
Overall	3.478	.655	M

Legend: 3.50 – 4.00 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50 – 2.49 - Moderately Manifested (MM); 1.00 – 1.49 - Not Manifested (NM)

Table 6 shows the level of critical performance roles in terms of relational leadership. 7 statements were interpreted as *Manifested* and the 3 statements were interpreted as *Highly Manifested*. The indicator or statement "provides opportunities for parents' involvement and fosters meaningful relation "has the highest mean of 3.52 with a .707 standard deviation. The statement "builds a deep connection between or among co-workers so that they may feel more trusting of their leader" got the lowest mean of 3.42 with a .738 standard deviation. It has an overall mean of 3.478 with a .655 standard deviation. In the given result, the researcher may infer that the school heads established a warm connection with parents and other stakeholders.

Table 7. Level of Critical Performance Roles in Terms of Authentic Leadership

The principal/school head	Mean	SD	VI
1. develops a well-defined vision and share responsibility for achieving	3.33	.848	M
2. locates and adopts elements of external initiatives that cohere with the school's direction with teachers, parents, and other stakeholders,	3.32	.843	M
3. displays the strengths and weaknesses to build trust among the learning community	3.32	.836	M
4. seeks feedback by asking the teachers, staff, and personnel by asking what to be done in helping the school improve moving forward.	3.37	.833	M
5. provides constructive feedback on teachers' performance	3.33	.845	M
6. receives and considers alternative viewpoints before choosing a plan of action	3.33	.838	M
7. creates an environment in which teachers and students feel both safe and encouraged to share their opinions	3.35	.843	M
8. puts the needs of the school and its teachers ahead of her/his self	3.35	.850	M
9. recognizes downfall yet has strong ethical value and integrity even in the face of tempting shortcuts	3.32	.853	M
10. demonstrates through actions the same values and behavior that he / she expects from the teachers	3.32	.841	M
Overall	3.334	.8012	M

Legend: 3.50 – 4.00 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50 – 2.49 - Moderately Manifested (MM); 1.00 – 1.49 - Not Manifested (NM)

Table 7 presents the level of critical performance roles in terms of authentic leadership. All of the statements got verbal interpretation as Manifested. Among the statements, "seeks feedback by asking the teachers, staff, and personnel by asking what to do done in helping the school improve moving forward " got the highest mean of 3.37 and a .833, standard deviation. These four (4) statements; "locates and adopts elements of external initiatives that cohere with the school's direction teachers, parents, and other stakeholders; "display the strengths and weaknesses to build trust among the learning community" recognize downfall yet have strong ethical value and integrity even in the face of tempting shortcuts; demonstrates through actions the same values and behavior that he/she expects from the teachers. This has an overall mean of 3.334 and a .8012, standard deviation.

Table 8. Level of Critical Performance Roles in Terms of Visionary Leadership

The principal / school head	Mean	SD	VI
1. identifies potential problems and conceive effective solutions before those problems develop.	3.32	.828	M
2. has a strategic plan to achieve a particular result	3.34	.841	M
3. has strong interpersonal and communication skills	3.32	.835	M
4. uses enthusiasm to boost morale and motivate teachers and students to continue striving toward the attainment of the goals	3.33	.818	M
5. thinks outside the box and willing to take a calculated risk	3.32	.828	M
6. takes time to listen and is open-minded to the teachers and students to improve upon the goal	3.32	.840	M
7. communicates his/her vision to others which creates a natural momentum in the school culture	3.33	.832	M

The principal / school head	Mean	SD	VI
8. enlightens the minds of the teachers, students, and parents about the programs, project,s and activities in the school	3.37	.838	M
9. creates a high performance towards a clear vision that propels the organization	3.36	.834	M
10. offers significant challenges and manages well the individual's or organization's capacity to achieve them.	3.32	.847	M
Overall	3.333	.793	M

Legend: 3.50 – 4.00 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50 – 2.49 - Moderately Manifested (MM); 1.00 – 1.49 - Not Manifested (NM)

The level of the critical performance role in terms of visionary leadership is shown in Table 8. It presents that all statements have a verbal interpretation of *Manifested.* The statement "enlightens the minds of the teachers, students, and parents about the programs, projects, and activities in the school" got the highest mean of 3.37 with a .838 standard deviation. Five (5) statements got the lowest mean of 3.32 with a..828 .835, .828,.840,.847 standard deviation respectively.

Table 9. Level of Critical Performance Roles in terms of Quality Leadership

The principal / school head	Mean	SD	VI
1. stimulates growth in the professional capacities of the teachers, staff and personnel	3.35	.858	M
2. monitors students learning and school improvement progress	3.38	.846	M
3. buffers teachers from distractions to the instructional work	3.30	.823	M
4. is responsible for knowledge of the school's benchmark/standards regulations	3.35	.831	M
5. allocates resources in support of the school's vision and goals	3.36	.841	M
6. structures the organization to facilitate collaboration	3.34	.856	M
7. challenges the teachers to think critically and creatively about their practices	3.36	.839	M
8. builds a productive relationship with families and communities	3.35	.842	M
9. participates with teachers in their professional learning activities	3.38	.857	M
10 supervises and evaluates the implementation of school improvement plans	3.38	.864	M
Overall	3.355	.807	M

Legend: 3.50 – 4.00 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50 – 2.49 - Moderately Manifested (MM); 1.00 – 1.49 - Not Manifested (NM)

The level of critical performance roles in terms of quality leadership is presented in Table 9. All of the statements included here received a verbal interpretation of *Manifested*. These three (3) statements got the highest mean of 3.38, with a .846, .857, and .864 standard deviation respectively. These statements are; monitors students' learning and school improvement progress; participates with teachers in their professional learning activities; supervises and evaluates the implementation of school improvement plans. On the other hand, the statement "buffers teachers from distractions to the instructional work" got the lowest mean of 3.30 with a .823 standard deviation. It has an overall mean of 3.355 with a.807 standard deviation.

Table 10. Level of Critical Performance Roles in terms of Service Leadership

The principal / school head	Mean	SD	VI
1. maintains a safe and healthy school environment	3.45	.833	M
2. provides support and demonstrate consideration for individual teachers, staff, personnel	3.39	.839	M
3. seeks advice, and support of the Public Schools Division Superintendent and Schools Division Superintendent for endorsement and resources	3.41	.843	M
4. empowers teachers in decision-making and builds a culture of teachers' leadership	3.38	.840	M
5. helps teachers deal with increased parental involvement	3.40	.842	M
6. builds community support for a humane, well-balanced curriculum	3.41	.834	M
7. directly involves in helping teachers address instructional concerns in their classroom	3.39	.830	M
8. pushes teachers to implement what they had learned in professional development	3.40	.849	M
9. balances teachers' workloads, acknowledges efforts and rewards accomplishments	3.38	.820	M
10. connects the school to its wider environment and establish a collaborative culture and distribute leadership	3.38	.844	M
Overall	3.398	.804	M

Legend: 3.50 – 4.00 - Highly Manifested (HM); 2.50 – 3.49 - Manifested (M); 1.50 – 2.49 - Moderately Manifested (MM); 1.00 – 1.49 - Not Manifested (NM)

The level of critical performance roles in terms of service leadership is shown in Table 10. Similar to the other level of manifestation, this also indicates a verbal interpretation of *Manifested* in all statements. It is noted that the statement "maintains a safe and healthy school environment" got the highest mean of 3.45 with a .833 standard deviation. Three (3) statements received the lowest mean of 3.38 and .840, .820, and .844 respectively.

Part III. Teachers' Collaboration

Table 11. Level of Teachers' Collaboration in Structural Collaboration in Terms of Instructional Program

The teachers	Mean	SD	VI
1. engage in a professional learning community or in SLAC discussing the learning development of specific students	3.37	.779	EE
2. work with other teachers in school to ensure common competencies, and standards are measured or assessed to determine students' progress	3.35	.779	EE
3. take part in collaborative learning activities or research with other teachers to improve instructional practice	3.33	.786	EE
4. work with colleagues to discuss what helps students learn best	3.39	.770	EE
5. participate in instructional planning with the team of teachers to develop an instructional strategy	3.36	.785	EE
6. share teaching strategies cooperatively in the same classes yet different disciplines	3.35	.785	EE
7. assist one another in improving instructional practices	3.35	.772	EE
8. engage in professional conversations about the impact of different teaching approaches	3.37	.766	EE

The teachers	Mean	SD	VI
9. take collective responsibility for the higher level of students engagement in the class	3.37	.766	EE
10. discuss mentoring support, dialogue, and questioning.	3.36	.761	EE
Overall	3.359	.735	EE

Legend: 3.50 – 4.00 – Greatly Exceed Expectation (GEE); 2.50 – 3.49 – Exceed Expectation (EE); 1.50 – 2.49 – Meet Expectation (ME); 1.00 – 1.49 - Below Expectation (BE)

Table 11 presents the level of teachers' collaboration in Structural Collaboration terms of instructional program. All statements have received a verbal interpretation of *Exceed Expectation*. The statement "work with colleagues to discuss what helps students learn best" got the highest mean of 3.39 with a .786 standard deviation. The statement "take part in collaborative learning activities or research with other teachers to improve instructional practice" got the lowest mean of 3.33 with a .786 standard deviation. It has an overall mean of 3.359 with a .735 standard deviation.

Table 12. Level of Teachers' Collaboration in Structural Collaboration in Terms of Instructional policy

The teachers ...	Mean	SD	VI
1. are grouped voluntarily to improve practice through collaborative learning	3.29	.753	EE
2. identify school-specific student learning goals, and reflect on practices for instructional methods and activities	3.32	.763	EE
3. are given sufficient common time to plan vertically and horizontally toward curriculum and programs evaluation	3.29	.761	EE
4. are provided coaches and specific protocols used to guide sessions in collaboration	3.31	.760	EE
5. have at least one-two hour per week to collaborate with other teachers who share the same student	3.24	.782	EE
6. increase their use of student-centered instructional practices through collaboration	3.33	.772	EE
7. interact to exchange ideas and resources and discuss student learning	3.32	.759	EE
8. are handed with purposive activities for collaboration	3.34	.766	EE
9. do a collaboration that leads to the improvement in their instructional practice	3.35	.755	EE
10. conduct regular learning action cells to discuss teaching innovation and students' performance.	3.31	.769	EE
Overall	3.309	.714	EE

Legend: 3.50 – 4.00 – Greatly Exceed Expectation (GEE); 2.50 – 3.49 – Exceed Expectation (EE); 1.50 – 2.49 – Meet Expectation (ME); 1.00 – 1.49 - Below Expectation (BE)

This can be better justified by an article published by Jones in 2018 entitled: "Research Shows Teacher Collaboration Helps Raise Student Achievement," the missing link in school reform: teacher collaboration. "Students exhibited better increases in arithmetic proficiency when their instructors reported regular discussions that centered on math, and when there was a feeling of trust or closeness among teachers." with their classmates," Leana discovered in her research of over 1,000 4th and 5th-grade teachers in New York City. Finding time to interact with coworkers, exchange ideas, and offer support is the first step toward collaboration.

Table 13. Level of Teachers' Collaboration in Interpersonal Collaboration in terms of Professional Development

The teachers	Mean	SD	VI
1. collaborate with other teachers and the principal/ school head on how and what to bring for professional collaboration	3.34	.790	EE
2. carry out professional development designed in response to the existing needs of the school community	3.34	.777	EE
3. identify their needs for prioritizing target are of improvement	3.35	.765	EE
4. determine topics grounded in students learning data for the Learning Action cell sessions	3.32	.787	EE
5. are engaged in the structured professional learning opportunities	3.35	.800	EE
6. are open to sharing and learning from each other's successes and failures	3.36	.783	EE
7. ensure that the topics of professional learning led to changes in teaching practice	3.35	.772	EE
8. are provided assurance for safe culture for educator risk-taking and transparency fostered in the school	3.32	.780	EE
9. witness the culture of self-reflection fostered and modeled by the principal /school leader.	3.31	.777	EE
10. share the professional learning experience connected to the school's mission and long-term goals .	3.34	.784	EE
Overall	3.34	.741	EE

Legend: 3.50 – 4.00 – Greatly Exceed Expectation (GEE); 2.50 – 3.49 – Exceed Expectation (EE); 1.50 – 2.49 – Meet Expectation (ME); 1.00 – 1.49 - Below Expectation (BE)

In the table above, it is shown the statement "are open to sharing and learning from each other's successes and failures" got the highest mean of 3.36 with a .783 standard deviation while the statement "witness the culture of self-reflection fostered and modeled by the principal /school leader" got the lowest mean of 3.31 with a .777 standard deviation.

Table 14. Level of Teachers' Collaboration under Interpersonal Collaboration in terms of Building Relationship

The teachers	Mean	SD	VI
1. have frequent conversations with their peers that center on professional development and improve instructional programs and policy	3.32	.776	EE
2. find time to connect with colleagues, share thoughts, and provide support to establish a feeling of trust or closeness	3.33	.780	EE
3. share with their colleagues' trials and successes	3.33	.781	EE
4. ask fellow teachers how their day is going opens up the doors for productive and bonding conversations	3.33	.784	EE
5. share planning time to collaborate on rigorous and appropriate lessons for their students during the school day	3.33	.802	EE
6. learn more from each other as they come back together to review and assemble their separate task	3.35	.781	EE
7. consider ways that you can collaborate both in and outside school or collaborate virtually using Google Docs, Skype, or email.	3.34	.797	EE
8. share the responsibility for planning by dividing tasks based on strengths and interests.	3.34	.785	EE
9. enjoy planning with colleagues and get feedback from each other	3.35	.789	EE

The teachers		Mean	SD	VI
10. make sense in working together, sharing the workload instead of doubling their efforts.		3.36	.782	EE
Overall		3.339	.748	EE

Legend: 3.50 – 4.00 – Greatly Exceed Expectation (GEE); 2.50 – 3.49 – Exceed Expectation (EE); 1.50 – 2.49 – Meet Expectation (ME); 1.00 – 1.49 - Below Expectation (BE)

The level of manifestation of teachers' collaboration under interpersonal collaboration in terms of building relationships is shown in Table 15. The statements have received "Exceed Expectation" in all statements. In particular, the statement "make sense in working together, sharing the workload instead of doubling their efforts" got the highest mean of 3.36 with a .782 standard deviation while the statement "have frequent conversations with their peers that center on professional development and improve instructional programs and policy" got the lowest mean of 3.32 with a .776 standard deviation.

Part IV. TEST OF DIFFERENCE

Table 15. Significant Difference between the assessment of the school heads and teachers as to critical performance roles among school heads

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Relational Leadership	Between Groups	5.485	8	.686	1.614	.118
	Within Groups	224.753	529	.425		
	Total	230.238	537			
Authentic Leadership	Between Groups	3.269	8	.409	.633	.750
	Within Groups	341.425	529	.645		
	Total	344.694	537			
Visionary Leadership	Between Groups	2.820	8	.352	.556	.814
	Within Groups	335.184	529	.634		
	Total	338.004	537			
Quality Leadership	Between Groups	4.982	8	.623	.955	.470
	Within Groups	344.828	529	.652		
	Total	349.810	537			
Service Leadership	Between Groups	2.545	8	.318	.489	.864
	Within Groups	344.282	529	.651		
	Total	346.827	537			
Critical Performance Roles	Between Groups	3.052	8	.381	.745	.652
	Within Groups	270.895	529	.512		
	Total	273.947	537			

As shown in the table, none of the leadership dimensions (Relational Leadership, Authentic Leadership, Visionary Leadership, Quality Leadership, and Service Leadership) show statistically significant differences between the assessments of school heads and teachers. The F-statistics for each dimension are all below 1, and the significance levels (p-values) are all above the conventional threshold of 0.05. These results suggest that, overall, there are no substantial disparities in how school heads and teachers perceive the critical performance roles related to these leadership dimensions. Similarly, the category "Critical Performance Roles" also does not exhibit any significant differences between school heads and teachers. The F-statistic is below 1, and the significance level is above 0.05, indicating no notable divergence in their assessments of overall performance.

These findings suggest a consensus between school heads and teachers regarding the

critical performance roles and leadership dimensions assessed in the study. The lack of significant differences implies a shared understanding and agreement on the importance and expectations associated with these performance roles among the participants. However, it is important to note that the significance level for some dimensions approaches the threshold of 0.05, indicating a possible trend toward significance. In a similar result to the study of Papa (2019), found in her study entitled "Critical Performance Roles of School Heads and the City Schools Performance in the Division of Cabuyao" that as the level of manifestation of critical performance roles of school heads in terms of relational, authentic, visionary, quality and service leadership were all highly manifested. There was no significant difference between the assessments of teachers and school heads on critical performance roles. In terms of school achievement rate, none of the public schools got a high level of school achievement rate. In terms of Teachers' Performance, 14% of the teachers had an outstanding level of performance. Meanwhile, 86% of the teachers' performances fell under the very satisfactory level of performance. There was no significant relationship between the level of manifestation of critical performance roles among school heads and school performance in relational, authentic, visionary and quality leadership.

Table 16 shows the significant difference between the assessment of the school heads and teachers as to teachers' collaboration.

Table 16. Significant difference between the assessment of the school heads and teachers as to teachers' collaboration

		Sum of Squares	df	Mean Square	F	Sig.
Instructional Program	Between Groups	26.528	27	.983	1.904	.004
	Within Groups	263.216	510	.516		
	Total	289.744	537			
Instructional Policy	Between Groups	23.991	27	.889	1.814	.008
	Within Groups	249.751	510	.490		
	Total	273.742	537			
Structural Collaboration	Between Groups	24.917	27	.923	1.910	.004
	Within Groups	246.370	510	.483		
	Total	271.287	537			
Professional Development	Between Groups	27.596	27	1.022	1.950	.003
	Within Groups	267.350	510	.524		
	Total	294.946	537			
Building Relationship	Between Groups	25.392	27	.940	1.744	.012
	Within Groups	274.946	510	.539		
	Total	300.338	537			
Interpersonal Collaboration	Between Groups	25.971	27	.962	1.895	.005
	Within Groups	258.864	510	.508		
	Total	284.835	537			

As revealed in the table, several categories show statistically significant differences between the assessments of school heads and teachers regarding teachers' collaboration. The statistics for each category are greater than 1, indicating a relatively higher between-groups variability compared to within-groups variability. Additionally, the significance levels (p-values) for each category are all below the conventional threshold of 0.05, indicating a statistically significant difference.

These findings suggest that there are notable disparities in the perceptions of school heads and teachers regarding teachers' collaboration in various areas. The significant differences may indicate divergent viewpoints,

expectations, or experiences between the two groups when it comes to collaboration.

The areas where significant differences were observed include Instructional Programs, Instructional Policy, Structural Collaboration, Professional Development, Building Relationship, and Interpersonal Collaboration. These categories cover different aspects of collaboration, ranging from programmatic and policy-related aspects to interpersonal and relationship-building elements. The significant differences suggest that school heads and teachers have differing perspectives on the effectiveness, implementation, or importance of collaboration in these specific areas.

It is important to note that the significance levels in this table are relatively low, ranging from 0.004 to 0.012. This indicates a high degree of confidence in the observed differences. The results suggest the need for further exploration and communication between school heads and teachers to better align their perceptions and expectations regarding collaboration in these areas. Addressing these differences can lead to more effective collaboration and a shared understanding of the importance of collaborative practices in education.

Overall, the table highlights the need for ongoing dialogue and collaboration between school heads and teachers to bridge the gaps in their perceptions and promote a more unified approach to collaboration in education. By addressing these differences, educational institutions can foster a more cohesive and collaborative environment that benefits both teachers and students.

This can be supported by the qualitative study of Alqahtani, Noman, and Kaur (2020) aimed to explore the core leadership practices of school principals in the Kingdom of Saudi Arabia. Given the exploratory nature of this study, a qualitative research design methodology was employed through which an in-depth, multi-perspective study of the practices of four secondary school principals was carried out. Employing a semi-structured interview protocol developed specifically for this study, data was collected from the principals four teachers, and four parents from each of the participating schools. The findings of the data analysis revealed that the principals demonstrated a repertoire of five core practices, namely, setting achievement goals, developing teachers, building strong relationships with parents, focusing on academic excellence, and developing school climate. The principals enacted these core practices in a variety of ways. These core practices are discussed in detail along with the important implications for further research and practice. Thus, it can be evidence that principal even has the same duties, functions, and responsibilities acted differently and practiced their functions in their varied strategies.

Part V. TEST OF RELATIONSHIP

Table 17. Significant relationship between the level of critical performance roles among school heads and the level of manifestation of teachers' collaboration

Critical Performance Roles among School Heads	Structural Teachers' Collaboration			Interpersonal Teachers' Collaboration		
	Instructional Program	Instructional Policy	Structural Collaboration	Professional Development	Building Relationship	Interpersonal Collaboration
Relational Leadership	.526**	.515**	.531**	.539**	.505**	.533**
Authentic Leadership	.642**	.624**	.645**	.668**	.637**	.667**
Visionary Leadership	.651**	.641**	.659**	.677**	.647**	.677**
Quality Leadership	.662**	.647**	.667**	.684**	.645**	.679**
Service Leadership	.662**	.643**	.665**	.688**	.660**	.689**
Critical Performance Roles among School Heads	.684**	.668**	.689**	.709**	.674**	.706**

*Significant at p<.005 ** Significant at p<.001

Table 17 presents the significant relationships between the level of manifestation of critical performance roles among school heads and the level of manifestation of teachers' collaboration. The table includes the various critical performance roles and their associations with different aspects of collaboration. The results indicate that all critical performance roles among school heads have a significant positive relationship with the manifestation of teachers' collaboration. Specifically, the critical performance roles of Relational Leadership, Authentic Leadership, Visionary Leadership, Quality Leadership, and Service Leadership are significantly related to the manifestation of collaboration in terms of the Instructional Program, Instructional Policy, Structural Collaboration, Professional Development, Building Relationships, and Interpersonal Collaboration.

The coefficients reveal the strength of the relationships. The values range from .526 to .706, all of which are statistically significant (p < .01). This indicates that as the level of manifestation of critical performance roles among school heads increases, the level of manifestation of teachers' collaboration also increases. These findings provide valuable insights into the importance of critical performance roles in promoting collaboration among teachers. School heads who demonstrate Relational Leadership, Authentic Leadership, Visionary Leadership, Quality Leadership, and Service Leadership are more likely to foster a collaborative environment among teachers. This collaboration spans different aspects, including instructional programs, policies, structural collaboration, professional development, building relationships, and interpersonal collaboration. The results emphasize the significance of school leadership in shaping a collaborative culture within educational institutions. By embodying these critical performance roles, school heads can facilitate collaboration among teachers, which ultimately contributes to the improvement of instructional practices and the overall quality of education. These findings highlight the importance of nurturing and developing effective leadership skills among school heads to promote collaboration and enhance educational outcomes.

This may imply that strong leadership can contribute to strong collaboration of teachers. Very similar to the study conducted by Özgenel and Karsantik in 2020, leadership styles have a significant impact on teacher performance and, as a result, school effectiveness. As a result, the primary goal of this study was to determine the predictive degree of school administrators' leadership styles for leadership practices based on teacher views. The relational survey approach was chosen above the quantitative research models in the study. The findings of the study of Noman, Awang Hashim, and Shaik Abdullah (2016) which was a context-based leadership practice that has gained currency during the last decade. This study aimed to complement the recent efforts of researchers in identifying the context-based leadership practices of successful school leaders, and deliberating how these practices are enacted within their unique contexts. An in-depth case study was conducted in a successful school in northern Malaysia using a combination of case study methods and grounded theory. Case study methods were used for data collection from multiple sources, employing a semi-structured interview protocol derived from the one used in several studies conducted under the International Successful School Principalship Project.

The findings of the case study reveal that strong interpersonal skills, people-centered leadership, clear communication of vision and goal, focus on academic achievement, co-curricular activities, developing people, and creating a positive work environment are all vital constituents of successful leadership. The findings attempted to add to the scant literature on context-based leadership practices from Malaysia. Implications for practice can be drawn for policymakers, who must resist overreliance on borrowed leadership models, while practitioners need to prioritize their practices based on the contextual requirements to succeed.

Part VI. REGRESSION ANALYSIS

Table 18. Regression of the level of manifestation of critical leadership performance roles among school heads on the level of manifestation of teachers' structural collaboration

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689[a]	.474	.473	.515822869

Predictors: (Constant), Critical Performance Role

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.471	1	135.471	470.675	.000[b]
	Residual	154.273	536	.288		
	Total	289.744	537			

a. Dependent Variable: Instructional Program
b. Predictors: (Constant), Critical Performance Role

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.982	.112		8.773	.000
Critical Performance Role	.703	.032	.684	21.695	.000

    a.   Dependent Variable: Instructional Program

The regression model in Table 18 demonstrated a moderate level of explanatory power (R = .689, R^2 = .474, Adjusted R^2 = .473). This indicates that approximately 47.4% of the variance in teachers' structural collaboration in terms of instructional programs can be accounted for by the critical leadership performance roles of school heads. The ANOVA results revealed that the regression model was statistically significant ($F(1, 536) = 470.675$, $p < .001$). This suggests that the critical performance role of school heads significantly contributes to the prediction of teachers' structural collaboration in terms of instructional programs. The regression coefficients indicated that the constant term was .982, which represents the expected value of teachers' structural collaboration when the critical performance role is zero. The coefficient for the critical performance role was .703, indicating that a one-unit increase in the critical performance role is associated with a predicted increase of .703 units in teachers' structural collaboration in terms of the instructional program.

The standardized coefficient (Beta) for the critical performance role was .684, highlighting that it is a strong predictor of teachers' structural collaboration. The t-value of 21.695 was highly significant ($p < .001$), indicating a substantial impact of the critical performance role on teachers' structural collaboration in public secondary schools. Furthermore, the findings demonstrate that the critical leadership performance roles of school heads have a significant and positive influence on teachers' structural collaboration in the Division of Sto. Tomas's public secondary schools. Effective critical performance roles are associated with higher levels of collaborative structures among teachers. These results emphasize the crucial role of strong leadership in fostering a collaborative environment among teachers, ultimately enhancing the instructional programs in these schools.

Table 19. Regression of the level of manifestation of critical leadership performance roles among school heads on the level of manifestation of teachers' interpersonal collaboration

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	709[a]	.499	.498	.515974684

Predictors: (Constant), Critical Performance Role

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.136	1	142.136	533.885	.000[b]
	Residual	142.699	536	.266		
	Total	284.835	537			

a. Dependent Variable: Interpersonal Collaboration

b. Predictors: (Constant), Critical Performance Role

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.903	.108		8.390	.000
	Critical Performance Role	.720	.031	.706	23.106	.000

Dependent Variable: Interpersonal Collaboration

The model summary in Table 19 indicates that the regression model has a moderate level of explanatory power. The coefficient of determination (R^2) is 0.499, meaning that approximately 49.9% of the variance in teachers' interpersonal collaboration can be explained by the level of manifestation of critical leadership performance roles among school heads. The adjusted R-squared is 0.498, indicating that the model's goodness of fit is not greatly affected by the number of predictors. The ANOVA table shows that the regression model is statistically significant, with a highly significant F-value ($F(1, 536) = 533.885$, $p < .001$). This suggests that the level of manifestation of critical performance roles among school heads significantly contributes to the prediction of teachers' interpersonal collaboration.

Examining the coefficients, the constant term is 0.903, which represents the expected value of teachers' interpersonal collaboration when the level of manifestation of critical performance roles is zero. The coefficient for the critical performance role is 0.720, indicating that a one-unit increase in the level of manifestation of critical performance roles is associated with a predicted increase of 0.720 units in teachers' interpersonal collaboration.

The standardized coefficient (Beta) for the critical performance role is 0.706, indicating that the level of manifestation of critical performance roles is a strong predictor of teachers' interpersonal collaboration. The t-value of 23.106 is highly significant ($p < .001$), suggesting a substantial impact of the level of manifestation of critical performance roles on teachers' interpersonal collaboration.

In summary, the results indicate that the level of manifestation of critical leadership performance roles among school heads has a significant and positive influence on teachers' interpersonal collaboration. Higher levels of critical performance roles are associated with increased levels of collaboration among teachers in the interpersonal domain. These findings highlight the importance of effective leadership in promoting and facilitating positive interpersonal dynamics among teachers, which can

ultimately contribute to a collaborative and supportive school environment.

This can be supported by the study Sutarman (2020) mentioned about the growth of educational institutions which is the focus of his research. He proved leadership plays a crucial role. Consequently, the principal's leadership competency is viewed as a society that has demonstrated high performance in terms of knowledge, skills, talents, and conduct. As the leadership role of school administrators has altered along with evolving expectations of educational achievement, the qualities that distinguish leaders from non-leaders in education. Principal leadership must respond to the requirements of Education 4.0 with adequate competency of school principals for them to be successful school leaders who can bring schools to excel. Because the principal's leadership is effective as the primary aim of the school system. In the education age, principal leadership must play an active role in implementing principal leadership in fulfilling the requirements and satisfaction of students, stakeholders, and the school system. 4.0. School leaders who strive for excellence in the area of education become successful leaders who can gain information, skills, and effective professional development programs in a systematic and long-term manner. There are several factors to consider when attempting to determine successful principal leadership abilities in the era of Education 4.0. (a). The school's unique characteristics, particularly in terms of accomplishing goals and professional education personnel (b). In the field of principal leadership, several patterns have been recognized (c). Education can identify the leadership traits of a successful principal.

Education plays a critical role in identifying the leadership traits of successful school heads. Several research studies have indicated that effective school leaders display certain leadership traits that enable them to create a positive school climate, build strong relationships with staff and students, and promote student success, Moreover. Education provides training and development opportunities for potential and current principals to develop these critical leadership skills. By providing opportunities to hone their leadership skills and apply them in real-life settings, education prepares these leaders to manage the challenges and opportunities that intersect with running a school successfully. Additionally, Education assists district leadership teams in selecting and evaluating school head candidates that display these critical leadership traits to continue the positive development of our educational institutions. It's important to note that no one leadership style is better than the others; different styles can be effective depending on the situation and the team leader's strengths and weaknesses.

Conclusion

The assessment results indicate that there are no statistically significant differences between the evaluations of school heads and teachers across the leadership dimensions of Relational Leadership, Authentic Leadership, Visionary Leadership, Quality Leadership, and Service Leadership. Hence, the null hypothesis was **not rejected**. This means that both school heads and teachers have similar perceptions of these leadership dimensions, and there is no significant difference in their assessments.

The null hypothesis stating that there is no significant difference between the assessment of the school heads and teachers as to teachers' collaboration was **rejected**. These significant differences could stem from a variety of factors. They might indicate differing viewpoints or expectations about collaboration between school heads and teachers. School heads may have a more top-down perspective on collaboration, while teachers might have a more bottom-up perspective. Additionally, the differences could also reflect variations in the experiences and interactions that each group has had with collaborative efforts.

There is a significant relationship between the level of manifestation of critical leadership performance roles among school heads level of manifestation of teachers' collaboration in public secondary schools in the Division of Sto.Tomas. Hence, the null hypothesis was rejected. This finding highlights the importance of leadership in fostering a collaborative culture among teachers in public secondary schools. It suggests that the way school heads fulfill their critical leadership roles can have a significant

impact on the level of collaboration among teachers, which in turn can influence various aspects of school functioning and student outcomes.

The null hypothesis states that the level of manifestation of critical leadership performance roles among school heads singly or in combination does not significantly explain the level of manifestation of teachers' collaboration in public secondary schools. The variance in teachers' structural collaboration in terms of instructional programs and teachers' interpersonal collaboration can be significantly explained by the level of manifestation of critical leadership performance roles among school heads. This finding suggests that certain leadership behaviours' or actions exhibited by school heads can have a significant influence on teachers' collaboration in specific areas. It emphasizes the importance of specific leadership practices in promoting effective collaboration among teachers, particularly about the instructional program and interpersonal dynamics within the school setting.

Recommendations:

Considering the conclusions made the researcher recommends the following;

1. For the school heads to intensify the faculty /teacher development plan, strengthening supervision, monitoring, and establishing connection and professional relationships in the workplace for the teachers to feel valued, encouraged, and empowered.
2. For the teachers to have regular and consistent collaborative varied activities that focus not only on professional development as well as social, mental, and spiritual enhancement they are encouraged also to build a professional learning community where they can work together on matters concerning research and technical assistance geared towards the improvement of the instructional program.
3. For the future researcher, similar studies may be conducted as a follow-up study including variables that are not incorporated in the present study is a broader scope.

References

Al-Ani, A., Thabit,A., & Al-Harthi, A.S., (2019). Perceived Educational Values of Omani SchoolPrincipals. International Journal of Leadership in Education, v20 n2 p198-219 2017 ISSN: ISSN-1360-3124

Alqahtani, A. S., Noman, M., & Kaur, A. (2020). Core leadership practices of school principals in the Kingdom of Saudi Arabia. Educational Management Administration & Leadership, 174114322090185. doi:10.1177/1741143220901857

Balyera, A., Karatas, H., & B. Alci (2015). School Principals' Roles in Establishing Collaborative Professional Learning Communities at Schools. Yildiz Technical University Besiktas, 34349, Istanbul, Turkey.

Bozkus, K. (2020). Procrastination, Workload and Managerial Resourcefulness of SchoolPrincipals. Online Submission, Anatolian Journal of Educational Leadership and Instruction v8 n2 p59-69 2020 ISSN: EISSN-2148-2667

Burton, T. (2016). Exploring the Impact of Teacher Collaboration on Teacher Learning and Development. (Doctoral dissertation). Retrieved from https://scholarcommons.sc.edu/etd/3107

Bush, A., & Grotjohann, N. (2020). Collaboration in teacher education: A cross-sectional study onfuture teachers' attitudes towards collaboration, their intentions to collaborate and their performance of collaboration. Teaching and Teacher Education, 88, 102968. doi:10.1016/j.tate.2019.102968

Caskey, Micki M. Jan Carpenter Building Teacher Collaboration School-wide ; Published in AMLE Magazine, October 2014. https://www.amle.org/building-teacher-collaboration-school-wide/

Çoban, O. & Ramazan Atasoy (2020) Relationship between distributed leadership, teacher collaboration and organizational innovativeness. Retrieved from https://ijere.iaescore.com/index.php/IJERE/article/view/20679

Çetin, M., Yendi, K., & Gür, N. (2021). The Effects of High School Principals on Student Achievement. ISSN: ISSN-2657-215X

Daniëls, E, Hondeghema, A, Dochy, F (2019) A review on leadership and leadership development in educational settings. Educational Research Review 27: 110–125.

David Schleifer, D., Chloe Rinehart, C., & & Yanisch, T. (2017). Teacher Collaboration In Perspective. Sona Vogel Copyright © 2017 Public Agenda. http://creativecommons.org/licenses/ by-nc-sa/3.0/ or send a letter to Creative Commons at 171 Second Street, Suite 300, San Francisco, CA 94105, USA.

Davis, L. (2020, February 1). Teacher Collaboration: How to Approach It In 2020 https://www.schoology.com/blog/teacher-collaboration

DeMatthews, D., (2014). Principal And Teacher Collaboration: An Exploration Of Distributed Leadership In Professional Learning Communities. University of Texas at El Paso. United States of America.

de Jong, L., Meirink, J. & Wilfried Admiraal, W. (2019). School-based teacher collaboration:Different learning opportunities across various contexts. Teaching a nd Teacher Education Volume 86. 2019 102925, ISSN 0742-051X. https://doi.org/10.1016/j.tate.2019.102 925.

de Jong, W.A., Lockhorst, D., de Kleijn, R., Noordegraaf,M., van Tartwijk, (2020. Leadership practices in collaborative innovation: A study among Dutch school principals. Educational Management, Administration, and Leadership.

Debes, G. (2021). The Predictive Power of Emotional Intelligence on Self Efficacy: A Case of School Principals. International Online Journal of Education and Teaching, v8 n1 p148-167 2021 ISSN: EISSN-2148-225X

Dieren &Lidene R , Service Leadership Servant Leadership: A systematic review and call for future researchhttps://doi.org/10.1016/j.leaqua.2018.07.004

Dery, K. & Reingold, R. (2021). The Ideological Perspective of School Principals' Perceptions Educational Leaders Defining Their Roles. European Journal of Educational Management, v4 n1 p13-23 2021 ISSN: EISSN-2642-2344. Eurasian Society of Educational Research. 7321 Parkway Drive South, Hanover,

Díaz-Gibson, J, Civís-Zaragoza, M, Guàrdia-Olmos, J (2017) Strengthening education through collaborative networks: leading the cultural change. School Leadership & Management 34(2): 179–200. doi: 10.1097/01.NEP.0000000000000725.

Eckert, J (2019) Collective leadership development: emerging themes from urban, suburban, and rural high schools. Educational Administration Quarterly 55(3): 477509.

Escueta, N. (2021). Principals' Leadership Styles and Teachers' Collaboration in the City Schools Division of Cabuyao. Unpublished Thesis, Laguna College of Business and Arts.

Evertson, D. (2020). The Influence of Principal Leadership on Teacher Collaboration: Does Effective Professional Development Mediate this Effect? University of Nebraska –Lincoln.

Folkman, A. K., Tveit, B., & Sverdrup, S. (2019). Leadership in interprofessional collaboration in health care. Journal of Multidisciplinary Healthcare, Volume 12, 97–107. doi:10.2147/jmdh.s189199

Goddard Yvonne L. Robert Miller Ross Larson Roger Goddard Connecting Principal Leadership, Teacher Collaboration, and Student Achievement Texas A&M University of Michigan Jean Madsen Patricia Schroeder Texas A&M University, May 3 , 2010 https://files.eric.ed.gov/fulltext/ED5287 04.pdf

Gumus, S., Buhut, O., Sukru, M., (2013). The Relationship between Principal Leadership and Teacher Collaboration in Turkish Primary Schools: A Multilevel Analysis. Aarhus University, University of Alberta, Belibas Adiyaman University.

Gustafson, D. (2020). Uncovering the Challenges and Leadership Practices of Virtual School Principals. Online Journal of Distance Learning Administration, v23 n4 Win 2020. Haque, MDISSN: EISSN-1556-3847. State University of West Georgia. 1601 Maple Street, Honors House, Carrollton,

Harrell, J. (2020). Making Teams More Collaborative. George Lucas Educational Foundation. February 14, 2020. https://www.edutopia.org/article/making-teams-more-collaborative

Hsieh, J. Y., & Liou, K. T. (2016). Collaborative Leadership and Organizational Performance: Assessing the Structural Relation in a Public Service Agency. Review of Public Personnel Administration, 38(1), 83–109. doi:10.1177/0734371x15623619

İlğan, A. & Ekiz, M. (2021). The Relationship between the Teachers' Expectation on the School Principals' Ethical Behaviors and the School Principals' Ethical Leadership Behaviors. Journal of Education and Educational Development. 7. 193-215.10.22555/joeed.v7i2.97.

Jones, L. (2018). The Power of Teacher Collaboration. July 14, 2018 / by Lily Jones https://www.teachingchannel.com/blog/teacher-collaboration

Kalra. A. (2018). Teacher collaboration in challenging learning environments. OECD ducation and Skills TodaySeptember 24, 2020 https://oecdedutoday.com/teacher-collaboration-challenging-learning-environments/

Karacabey, M. (2021). School Principal Support in Teacher Professional Development. International Journal of Educational Leadership and Management, v9 n1 p54-75 Jan 2021ISSN: EISSN-2014-9018

Kim, T. (2020). SAGE Publication. Educational Management Administration & Leadership, v48 n2 p353-378 Mar 2020 ISSN: ISSN-1741-1432

Klocko, Barbara; Justis, Riley J.(2019). Becoming Skillful Leaders: American School Principals'Transformative Learning. Rural Educator, v40 n3 p23-34 2019 ISSN: ISSN-0273-446X National Rural Education Association.

Maalouf, Georges. (2019). Effects of collaborative leadership on organizational performance. International Journal of Multidisciplinary Research and Development. 6. 138-144. 10.22271/ijmrd.2019.v6.i1.25.

Mahato , Shaty Kumar , Collaboration And Its Concern For Teachers' Professional Development January 2021 Conference: Language Culture and Technology- Exploring Novelty in ELT, 22nd International Conference of NELTA-2017

M. Holmqvist & B. Lelinge (2020): Teachers' collaborative professional development for inclusive education, European Journal of Special Needs Education To link to this article: https://doi.org/10.1080/08856257.2020.1842974

McClure, C.M. (2019). The benefits of teacher collaboration Essentials on education data and research analysis. February 12, 2019. District Administration. All rights reserved. 360 Hiatt Drive, Palm Beach Gardens, FL 33418. https://districtadministration.com/the-benefits-of-teacher-collaboration/

Mulford Bill (2003) School Leaders: Challenging Roles And Impact On Teacher And School Effectiveness Leadership for Learning Research Group, Faculty of EducationUniversity of Tasmania April 2003 https://www.oecd.org/education/school/37133393.pdf

Mulcahy, D. (2019). The Role of the School Principal in Educational Reform.International Journal of Educational Reform, v28 n2 p151-161 Apr 2019 ISSN: ISSN-1056-7879. Sheikh Yusuf Islamic University, Indonesia,

Nathan Eva a Mulyadi Robin b, Sen Sendjaya c, Dirk van Dierendonck d, Robert C. Liden eServant Leadership: A systematic review and call for future research https://doi.org/10.1016/j.leaqua.2018.07.004Get rights and content

Noman, M., Awang Hashim, R., & Shaik Abdullah, S. (2016). Contextual leadership practices.Educational Management Administration & Leadership, 46(3), 474–490. doi:10.1177/1741143216665840

Özgenel, M. & Karsantik, I. (2020). Effects of School Principals' Leadership Styles on LeadershipPractices. Malaysian Online Journal of Educational Sciences, v8 n2 p1-13 Apr 2020 ISSN: EISSN-2289-3024

Papa, K. A. (2019). Critical Performance Roles of School Heads and the City Schools Per-

formance in the Division of Cabuyao. Unpublished Thesis, Laguna College of Business and Arts.

Ripley, S. (2017). Collaboration Between General and Special Education Teachers. From: TheERIC Digests ERIC EC Digest #ED409317 201&. https://www.teachervision.com/teaching-strategies/collaboration-between-general-and-special-education-teachers

Shakenova, L., (2017). The Theoretical Framework of Teacher Collaboration. Queen's University Belfast, UK.

\Spradling Alexander, PhD https://www.linkedin.com/pulse/why-matching-people-roles-critical-performance-spradling-phd

Sydneysider, D. (2018, February 12). 10 Must-Haves for Successful Team Collaboration https://zenkit.com/en/blog/10-must-haves-for-successful-team-collaboration/

Schuler, M., et.al (2019). Leadership, Teamwork, and Collaboration: The Lived Experience of Conducting Multisite Research Focused on Quality and Safety Education for Nurses Competencies in Academia. Nurs Educ Perspect. 2021 Mar-Apr 01;42(2):74-80.

Sutarman, S. (2020). Variety of Learning Resolutions in the Covid 19. In book: LEADERSHIP COMPETENCY OF SCHOOL PRINCIPALS (pp.pp. 117–123).Novateur Publication, India. novateurpublication.com.

Ucar, R. (2021). The Effect of School Principals' Distributed Leadership Behaviors on Teachers'Organizational Commitment. International Education Studies, v14 n5 p19-30 2021 ISSN: ISSN-1913-9020. Canadian Center of Science and Education. 1595 Sixteenth Ave Suite 301, Richmond Hill, Ontario, L4B 3N9 Canada.