

Teacher Leadership Behaviors and Collaborative Practices for Instructional Enhancement

Julie Ann B. Andaya, Daryl I. Quinito, PhD

Mabini Colleges, Incorporated, Daet, Camarines Norte

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.9020331>

Received: 14 February 2025; Accepted: 19 February 2025; Published: 22 March 2025

ABSTRACT

Teacher leadership is essential for fostering collaboration, improving instructional practices, and driving educational success. This study describes teacher leadership behaviors and collaborative practices in a participating school, focusing on their impact on instructional improvement. It examines leadership behaviors in areas such as working with colleagues, communication, knowledge of content and pedagogy, systems thinking, and equity lens, alongside collaborative practices in dialogue, decision-making, action, and evaluation. The study also explores the challenges teachers face in leadership roles and proposes interventions to enhance leadership and collaboration. Using a quantitative, descriptive-correlational design, the study involved 109 junior high school teachers selected through purposive sampling. Data were gathered using a modified questionnaire and analyzed using descriptive statistics and correlational methods in SPSS. Ethical considerations, including confidentiality and consent, were upheld throughout. Findings revealed that teacher leadership behaviors were highly evident, especially in mentoring new teachers and sharing expertise. Collaborative practices, such as dialogue, decision-making, action, and evaluation, were also highly practiced, particularly in listening during collaborative meetings and supporting new teaching strategies. A strong positive relationship was observed between teacher leadership and collaboration. The main challenge teachers faced was guiding colleagues to improve instructional methods, while feeling unsupported due to a lack of professional development was the least reported challenge. To address these issues, a coaching handbook titled "Strengthening Teacher Leadership and Collaboration" was developed. Recommendations include providing professional development on collaboration, communication, and systems thinking, establishing peer mentoring programs, and prioritizing instructional leadership. The handbook is intended to be implemented through workshops and continuous monitoring, with future studies assessing its long-term impact on school outcomes.

Keywords: Teacher leadership, Collaborative practices, Instructional enhancement, Professional development

INTRODUCTION

Teacher leadership is vital for driving innovation and progress in schools, with educators guiding their colleagues to achieve shared goals (Harris and Jones, 2019). Effective teacher leadership includes communication skills, subject knowledge, systems thinking, and a commitment to equity (Schott, 2020). These qualities enable teachers to lead professional development, advocate for effective teaching practices, and promote inclusivity. It involves a range of behaviors that improve instruction and student outcomes, recognized by the Department of Education (DepEd) in the Philippines. Collaboration is also essential, with teachers engaging in activities like co-planning, co-teaching, and shared professional development (Honigsfeld and Dove, 2023). However, challenges such as lack of support, time constraints, and limited professional development opportunities hinder teacher leadership (Rasmussen, 2019). Understanding these dynamics is crucial for fostering a supportive environment that enhances teaching and learning. This study aims to determine teacher leadership behaviors and collaborative practices in the participating school to improve instruction.

METHODOLOGY

This study employed a quantitative, descriptive-correlational research design to examine teacher leadership behaviors and collaborative practices in the participating school. The sample consisted of 109 Junior High School

Teachers selected through purposive sampling. Data were gathered using a modified questionnaire assessing leadership behaviors and collaborative practices. Descriptive statistics, including frequency counts and weighted means, summarized the data, while correlational analysis explored relationships between leadership and collaboration. Ethical considerations, including informed consent and confidentiality, were followed. SPSS software was used for statistical analysis to guide interventions for improving instructional quality and addressing leadership challenges.

RESULTS AND DISCUSSIONS

Teacher Leadership Behaviors in the Participating School. Teacher leadership behaviors in the participating school are generally highly observed across several dimensions.

Working with Colleagues. The teacher leadership behaviors in the participating school, particularly in working with colleagues, are generally highly observed, with helping new teachers and sharing expertise being the highest-rated behaviors (weighted mean = 3.75). However, the relatively lower score in seeking help when in trouble (weighted mean = 3.39) suggests that teachers may prefer individual problem-solving or encounter barriers in accessing support. This indicates that while collaboration is strong, there is potential for improvement in fostering openness and trust. The implications suggest that initiatives or professional development programs promoting open communication and mutual support could further strengthen collaboration. Related research by Bautista and Baniqued (2021) supports these findings, emphasizing the role of teacher collaboration and mentoring in enhancing professional development and educational outcomes.

Table 1 Teacher Leadership Behaviors in the Participating School along Working with Colleagues

Indicators	Weighted Mean	Interpretation
1. I am ready to help new teachers and intern teachers.	3.75	HO
2. I am willing to share my experience and expertise with my colleagues.	3.75	HO
3. I ask for my colleagues when I encounter difficulties in work and training.	3.65	HO
4. I would like to develop together with my colleagues in teaching and working.	3.64	HO
5. When I am in trouble, I look for my colleagues.	3.39	HO
6. I am willing to work with colleagues and complete tasks of teaching and training.	3.63	HO
7. I am always passionate about activities with my colleagues.	3.54	HO
8. I collaborate regularly with my colleagues on curriculum development.	3.52	HO
9. I actively participate in team meetings and discussions to improve teaching practices.	3.56	HO
10. I mentor and support new teachers in their professional growth.	3.48	HO
Overall Weighted Mean	3.59	HO

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Observed (HO)

2.50- 3.24 - Observed (O)

1.75- 2.49 - Partially Observed (PO)

1.00- 1.74 - Not Observed (NO)

Communication. The teacher leadership behaviors in the participating school along communication are generally highly observed, with the highest-rated behavior being the willingness to communicate with colleagues to learn from each other (weighted mean = 3.67). This reflects a strong culture of collaboration, where teachers are open to sharing ideas and learning from one another, which is essential for continuous professional growth. The lowest-rated behavior, sharing new information immediately, had a weighted mean of 3.43, indicating that while communication is generally effective, there is room for improvement in the timeliness of sharing

information among colleagues. This delay in information sharing could hinder the flow of important updates and decision-making processes. To address this, the school may focus on promoting more prompt sharing of new information to strengthen collaboration and enhance the efficiency of collective decision-making. Additionally, professional development programs focused on communication strategies would help teachers refine their skills in this area, ensuring that communication remains clear, timely, and effective. Related research by García-Martínez et al. (2021) supports these findings, emphasizing that effective communication plays a pivotal role in fostering collaboration, trust, and a supportive educational environment, all of which are necessary for improving overall educational outcomes.

Table 2 Teacher Leadership Behaviors in the Participating School along Communications

Indicators	Weighted Mean	Interpretation
1. When I get the latest information, I tell my colleagues in time.	3.50	HO
2. I am open to different opinions from colleagues.	3.63	HO
3. I am willing to communicate with colleagues to learn from each other.	3.67	HO
4. I communicate with my colleagues to improve my teaching level.	3.64	HO
5. When I get new information, I immediately tell my colleagues.	3.43	HO
6. I take a constructive approach to the development of this major.	3.49	HO
7. I pay high attention to the development of this major.	3.47	HO
8. I use various communication channels to keep colleagues informed about school activities.	3.50	HO
9. I facilitate clear and effective communication between staff and administration.	3.50	HO
10. I actively seek feedback from colleagues to enhance my teaching strategies.	3.54	HO
Overall Weighted Mean	3.54	HO

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Observed (HO)

2.50- 3.24 - Observed (O)

1.75- 2.49 - Partially Observed (PO)

1.00- 1.74 - Not Observed (NO)

Knowledge of Content and Pedagogy. The teacher leadership behaviors in the participating school in knowledge of content and pedagogy are generally highly observed, with the highest ratings given to professional development activities and technology integration (weighted mean = 3.61). These areas suggest that teachers are highly committed to continuous learning and staying updated with modern teaching tools to enhance student learning. However, the lowest-rated behavior was the application of research-based strategies to improve student achievement, which received a weighted mean of 3.29. This points to a gap in utilizing evidence-based practices to inform and guide instructional decisions. The analysis indicates that while teachers at the school are proficient in practical applications and innovative approaches like technology integration, there is a need to strengthen their focus on leveraging research to improve teaching strategies. The implications of this finding stress the importance of introducing professional development programs centered around the application of research-based practices. Providing workshops and resources on how to incorporate educational research into everyday teaching practices can help bridge this gap, further enhancing instructional quality and student outcomes. The study's findings are in line with Meyer et al. (2020), who emphasized the significance of teacher leadership and professional growth in fostering a culture of continuous improvement. Both studies underscore the need for educators to engage with evidence-based strategies as part of their professional development to improve teaching effectiveness and positively impact student achievement.

Table 3 Teacher Leadership Behaviors in the Participating School along Knowledge of Content and Pedagogy

	Weighted Mean	Interpretation
1. In teaching practice, I improve my professional level according to the requirements of students.	3.51	HO
2. I continuously update my knowledge of educational trends and best practices.	3.50	HO
3. I engage in professional development activities to deepen my understanding of the subject matter.	3.61	HO
4. I adapt curriculum materials to meet the diverse needs of my students.	3.57	HO
5. I integrate technology effectively into my teaching to enhance student learning.	3.61	HO
6. I actively participate in collaborative curriculum planning with colleagues.	3.46	HO
7. I reflect on and refine my instructional strategies based on student outcomes.	3.50	HO
8. I seek opportunities to learn from colleagues about new teaching methodologies.	3.48	HO
9. I apply research-based strategies to improve student achievement.	3.29	HO
10. I incorporate assessment data to inform and adjust instructional practices.	3.42	HO
Overall Weighted Mean	3.50	HO

Rating Scale: Descriptive Interpretation

3.25- 4.00 - Highly Observed (HO)

2.50- 3.24 - Observed (O)

1.75- 2.49 - Partially Observed (PO)

1.00- 1.74 - Not Observed (NO)

Systems Thinking. The teacher leadership behaviors in systems thinking in the participating school are generally highly observed, with the highest-rated behavior being the willingness to fulfill responsibilities related to work and training (weighted mean = 3.56). This shows that teachers are committed and proactive in their roles, demonstrating a strong sense of responsibility in their daily tasks. However, aligning the curriculum with state and national standards received the lowest rating (weighted mean = 3.22), indicating that teachers may not place as much focus on aligning their practices with broader educational goals and policy requirements. The analysis suggests that while teachers are dedicated to their roles, there is room for improvement in their involvement with curriculum alignment, which could enhance the overall effectiveness of the school's educational framework. The implications stress the need for professional development programs that focus on curriculum alignment and systems thinking. Collaborative platforms may also be provided, enabling teachers to discuss strategies for aligning teaching practices with state and national standards. This would strengthen teachers' ability to contribute to strategic planning and school-wide initiatives. Additionally, fostering a deeper understanding of systems thinking could help teachers adapt their practices more effectively. Related research by Bush (2019) supports these findings, emphasizing the critical role of teacher leadership in fostering systems thinking and collaboration for school improvement. Bush highlights the importance of involving teachers in strategic decision-making for continuous educational enhancement.

Table 4 Teacher Leadership Behaviors in the Participating School along Systems Thinking

Indicators	Weighted Mean	Interpretation
1. I would like to take part in setting school development goals and making strategic plans.	3.33	HO
2. I am willing to fulfill the responsibilities at work and training.	3.56	HO
3. I analyze data to assess the effectiveness of instructional strategies.	3.39	HO
4. I collaborate with administrators to implement school wide initiatives.	3.30	HO
5. I participate in committees to improve school policies and procedures.	3.30	HO

6. I advocate for resources and support systems that benefit all students.	3.39	HO
7. I contribute to the alignment of curriculum with state and national standards.	3.22	O
8. I evaluate the impact of educational policies on student learning outcomes.	3.34	HO
9. I coordinate efforts across departments to enhance student support services.	3.27	HO
10. I promote a culture of continuous improvement within the school community.	3.28	HO
Overall Weighted Mean	3.34	HO

Rating Scale: Descriptive Interpretation

3.25- 4.00 - Highly Observed (HO)

2.50- 3.24 - Observed (O)

1.75- 2.49 - Partially Observed (PO)

1.00- 1.74 - Not Observed (NO)

Equity Lens. The teacher leadership behaviors related to equity in the participating school are generally highly observed, with the highest-rated indicator being the creation of a classroom environment that respects diversity (weighted mean = 3.57). This demonstrates a strong commitment to inclusivity and creating a supportive environment for all students. However, addressing violations of work principles and confronting biases in educational materials received lower ratings (weighted mean = 3.37), suggesting that there is room for improvement in these areas. The analysis indicates that while teachers are actively fostering inclusivity, more focus is needed on confronting biases and inequities in educational practices and materials. The implications of these findings emphasize the need for professional development programs that not only address biases but also promote cultural competence and responsiveness in teaching. Strengthening these areas can help ensure that all students have access to fair and equitable learning experiences. Related research by Tagay (2019) supports these findings, emphasizing the critical role of teacher leadership in promoting fairness and inclusivity. This aligns with the observed behaviors in the participating school, reinforcing the importance of equity-focused leadership in transforming educational practices and creating a more inclusive educational environment.

Table 5 Teacher Leadership Behaviors in the Participating School along Equity Lens

Indicators	Weighted Mean	Interpretation
1. When I come across something which violates the work principles, I am against it.	3.37	HO
2. I promote inclusive practices that celebrate diversity in the classroom.	3.45	HO
3. I address biases and stereotypes in educational materials and practices.	3.37	HO
4. I advocate for equitable access to resources and opportunities for all students.	3.43	HO
5. I collaborate with colleagues to create a culturally responsive curriculum.	3.41	HO
6. I support initiatives that ensure fairness and justice for all students.	3.55	HO
7. I engage in conversations about equity and social justice in education.	3.40	HO
8. I seek to create a classroom environment that respects and values diversity.	3.57	HO
9. I incorporate diverse perspectives into instructional materials and activities.	3.46	HO
10. I participate in professional development on cultural competence and equity issues.	3.47	HO
Over-all Weighted Mean	3.45	HO

Rating Scale: Descriptive Interpretation

3.25- 4.00 - Highly Observed (HO)

2.50- 3.24 - Observed (O)

1.75- 2.49 - Partially Observed (PO)

1.00- 1.74 - Not Observed (NO)

Collaborative Practices of Teachers Engage in within the School. The collaborative practices that teachers engage in the participating school include dialogue, decision-making, action, and evaluation.

Dialogue. The collaborative practices in dialogue in the participating school are generally highly practiced, with the highest-rated indicator being active listening during meetings (weighted mean = 3.59) and the lowest-rated being commitment to finding solutions through dialogue (weighted mean = 3.35). The analysis suggests that while teachers excel in fostering mutual respect and engagement, there is room to strengthen solution-oriented discussions to drive innovation. This implies that encouraging teachers to focus more on creative problem-solving during collaborative dialogues can enhance the impact of their discussions. Providing training in facilitation techniques, such as collaborative problem-solving, could empower teachers to leverage dialogue for innovation. Related research by Meyer et al. (2020) supports these findings, emphasizing the role of dialogue in fostering collective efficacy and professional growth, highlighting how open communication and active listening contribute to building trust and enhancing instructional practices.

Table 6 Collaborative Practices of Teachers Engage in within the School along Dialogue

Indicators	Weighted Mean	Interpretation
1. I engage in open and respectful communication during collaborative discussions.	3.52	HP
2. I actively listen during collaborative meetings with my fellow teachers, contributing to our culture of engagement and mutual respect.	3.59	HP
3. I express my ideas and opinions freely during collaborative sessions.	3.38	HP
4. I reflect on instructional practices and student learning during collaborative dialogue.	3.47	HP
5. I use questioning techniques to deepen understanding during discussions.	3.50	HP
6. I maintain a mutual understanding of roles and responsibilities with my colleagues in collaborative settings.	3.51	HP
7. I share relevant resources and materials to support collaborative goals.	3.49	HP
8. I provide constructive and improvement-focused feedback during collaborative dialogue.	3.45	HP
9. I encourage diverse perspectives and viewpoints during collaborative discussions.	3.39	HP
10. I am committed to finding solutions and innovations through dialogue.	3.35	HP
Overall Weighted Mean	3.46	HP

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Practiced (HP)

2.50- 3.24 - Practiced (P)

1.75- 2.49 - Somewhat Practiced (SP)

1.00- 1.74 - Not Practiced (NP)

Decision Making. The findings revealed that decision-making practices in the participating school are generally highly practiced, with the highest-rated indicator being prioritizing decisions that enhance student learning outcomes (weighted mean = 3.56). However, slightly lower ratings were given to ensuring decisions are informed by data (weighted mean = 3.45), revisiting decisions based on feedback (weighted mean = 3.45), and aligning decisions with team values (weighted mean = 3.45), indicating that while collaborative decision-making is strong, there are areas for improvement. The analysis suggests that teachers are committed to student learning but could further strengthen their decision-making processes by more consistently using data and feedback to inform their choices. The implications highlight the need for professional development in evidence-based decision-making, as well as fostering ongoing dialogue about team values and priorities to ensure decisions align with shared goals. By enhancing these areas, the participating school can ensure that its decision-making processes are more data-driven and inclusive, thereby improving teaching practices and student outcomes. Related research by Tiongson (2023) supports these findings, emphasizing the importance of collaborative decision-making in fostering a shared sense of responsibility among educators and enhancing school-wide improvements through transparent and adaptable practices.

Table 7 Collaborative Practices of Teachers Engage in within the School along Decision Making

Indicators	Weighted Mean	Interpretation
1. I make decisions collaboratively with my colleagues based on shared goals and objectives.	3.50	HP
2. I ensure that decisions made during collaborative meetings are informed by data and evidence.	3.45	HP
3. I engage in consensus-building to reach decisions with my fellow teachers.	3.46	HP
4. I follow transparent and inclusive decision-making processes that involve all team members.	3.51	HP
5. I prioritize decisions that enhance student learning outcomes.	3.56	HP
6. I clearly delegate tasks and responsibilities after decisions are made.	3.50	HP
7. I regularly review and revise decisions based on ongoing feedback.	3.45	HP
8. I ensure that decisions reflect the values and priorities of the teaching team.	3.45	HP
9. I consider the impact of decisions on all stakeholders, including students and parents.	3.49	HP
10. I am willing to compromise and adapt decisions based on new information.	3.49	HP
Over-all Weighted Mean	3.48	HP

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Practiced (HP)

2.50- 3.24 - Practiced (P)

1.75- 2.49 - Somewhat Practiced (SP)

1.00- 1.74 - Not Practiced (NP)

Action. The findings revealed that collaborative practices in action in the participating school are generally highly practiced, with the highest-rated indicator being supporting fellow teachers in implementing new instructional practices (weighted mean = 3.57). However, the lowest-rated indicator was documenting and communicating actions to relevant stakeholders, which received a weighted mean of 3.37, suggesting a gap in transparency regarding the outcomes of collaborative efforts. The analysis indicates that while teachers are highly engaged in implementing instructional strategies and supporting each other, there is an opportunity to improve communication and documentation practices to ensure all stakeholders are well-informed. The implications highlight the need to strengthen practices around documentation and communication of collaborative actions to increase alignment with administrators, parents, and the broader school community. Professional development sessions focused on effective documentation and communication strategies could enhance the transparency and impact of these collaborative efforts. Related research by Reyes et al.(2022) supports these findings, emphasizing the importance of accountability and alignment in collective efforts within the educational system. Both studies underline the critical role of well-coordinated actions in achieving educational goals and fostering a culture of shared responsibility in improving teaching and learning.

Table 8 Collaborative Practices of Teachers Engage in within the School along Action

Indicators	Weighted Mean	Interpretation
1. I take collective action with my colleagues to implement agreed upon plans and strategies.	3.48	HP
2. I ensure that actions taken reflect the collaborative goals and objectives we establish.	3.48	HP
3. I support my fellow teachers in implementing new instructional practices.	3.57	HP
4. I hold myself accountable for following through on action items assigned during meetings.	3.45	HP
5. I monitor progress and adjust actions as needed to achieve our goals.	3.50	HP
6. I align my actions with school policies and procedures.	3.50	HP

7. I allocate resources effectively to support our action plans.	3.42	HP
8. I maintain a sense of urgency and commitment to implementing agreed-upon actions.	3.45	HP
9. I seek feedback from my colleagues during the implementation phase.	3.39	HP
10. I document and communicate actions taken to relevant stakeholders.	3.37	HP
Overall Weighted Mean	3.46	HP

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Practiced (HP)

2.50- 3.24 - Practiced (P)

1.75- 2.49 - Somewhat Practiced (SP)

1.00- 1.74 - Not Practiced (NP)

Evaluation. The findings revealed that evaluation practices in the participating school are generally highly practiced, with the highest-rated indicator being the use of evaluation results to make informed decisions for future actions (weighted mean = 3.44). However, the lowest-rated behaviors were regularly evaluating the effectiveness of collaborative efforts and systematically reviewing the outcomes of collaborative initiatives, both receiving a weighted mean of 3.29. The analysis suggests that while teachers actively use evaluation results to guide future decisions, there is room for improvement in embedding more structured and consistent evaluation processes into collaborative practices. The implications highlight the need for professional development programs focused on effective evaluation techniques and the integration of regular, systematic reviews of collaborative efforts. By fostering a culture of reflection and shared responsibility for evaluation, the participating school can ensure that evaluation leads to actionable insights, strengthening continuous improvement. Related research by Macabulos et al. (2021) aligns with these findings, emphasizing the importance of collaborative evaluation in driving school improvement. Both studies underscore the need for structured, reflective evaluation practices that promote collective accountability and contribute to the sustained progress of educational goals.

Table 9 Collaborative Practices of Teachers Engage in within the School along Evaluation

Indicators	Weighted Mean	Interpretation
1. I regularly evaluate the effectiveness of our collaborative efforts.	3.29	HP
2. I establish evaluation criteria to measure progress towards our collaborative goals.	3.32	HP
3. I collect data and evidence to assess the impact of our collaborative practices.	3.35	HP
4. I focus evaluation discussions on strengths and areas for improvement.	3.39	HP
5. I use multiple sources of data to inform our evaluation processes.	3.34	HP
6. I take a systematic approach to reviewing the outcomes of collaborative initiatives.	3.29	HP
7. I use evaluation results to make informed decisions for future actions.	3.44	HP
8. I reflect on personal and collective growth through collaborative evaluation.	3.38	HP
9. I ensure that evaluation processes are transparent and involve all team members.	3.39	HP
10. I celebrate achievements and milestones reached through collaboration.	3.38	HP
Over-all Weighted Mean	3.48	HP

Rating Scale: Descriptive Interpretation:

3.25- 4.00 - Highly Practiced (HP)

2.50- 3.24 - Practiced (P)

1.75- 2.49 - Somewhat Practiced (SP)

1.00- 1.74 - Not Practiced (NP)

Relationship between the Teacher Leadership Behaviors and their Collaborative Practices. There is a significant positive relationship between teacher leadership behaviors and collaborative practices, with Pearson correlation coefficients ranging from 0.595 to 0.816, indicating moderate to very strong relationships. This suggests that as teacher leadership behaviors improve, the collaborative practices among teachers also enhance, highlighting the interconnectedness of leadership and teamwork in fostering a productive school environment. The analysis indicates that fostering teacher leadership, particularly in areas like knowledge of content and pedagogy, systems thinking and equity lens, can significantly enhance collaborative practices such as decision-making and action, which are crucial for school improvement. The implications emphasize the importance of professional development programs that combine leadership training with collaborative strategies to ensure teachers can lead and work effectively together. Related research by Hsieh et al. (2023) supports these findings, demonstrating that effective school leadership fosters teacher collaboration, with collective innovativeness and self-efficacy playing mediating roles. Furthermore, Shaked and Schechter (2020) provide complementary perspectives on the systemic impact of teacher leadership, emphasizing the role of systems thinking in school leadership and its potential to enhance collaborative practices within schools. Their study highlights how a holistic leadership approach can drive school improvement and strengthen teamwork among educators.

Table 10 Test for Significant Relationship between the Teacher Leadership Behaviors and their Collaborative Practices

Teacher Leadership Behaviors	Collaborative Practices							
	Dialogue		Decision-making		Action		Evaluation	
	r	p-value	r	p-value	r	p-value	r	p-value
Working with Colleagues	.629**	.000	.595**	.000	.642**	.000	.657**	.000
Communication	.644**	.000	.720**	.000	.683**	.000	.682**	.000
Knowledge of Content and Pedagogy	.732**	.000	.724**	.000	.782**	.000	.721**	.000
Systems Thinking	.757**	.000	.767**	.000	.714**	.000	.736**	.000
Equity Lens	.747**	.000	.816**	.000	.751**	.000	.707**	.000

*Correlation is Significant @ 0.05 level

**Correlation is Significant @ 0.01 level

Challenges of Teachers Encountered in Assuming Teacher Leadership Roles. The most significant challenge faced by teachers in the participating school in assuming leadership roles is guiding their peers in improving instructional methods, with 59 respondents reporting this difficulty. This suggests that mentoring and supporting colleagues in enhancing teaching practices is a critical area where teachers struggle. On the other hand, the least reported challenge, cited by only 21 respondents, is feeling unsupported due to a lack of professional development opportunities. This implies that while there may be some opportunities available, other barriers, such as a lack of mentoring or peer support, play a more substantial role in hindering teachers' leadership efforts. The analysis suggests that the complexities of teacher leadership lie in balancing the demands of teaching with the responsibilities of leading and mentoring peers, which requires additional support and resources. This emphasizes the need for targeted interventions, such as the development of structured mentoring programs, focused leadership training, and effective strategies to improve interpersonal dynamics and trust among staff members. Furthermore, schools may recognize and reward teacher leaders, not only to motivate them but also to validate their contributions to school improvement efforts. Related research by Warren (2021) and Landa and Donaldson (2020) supports these findings, emphasizing the vital role of teacher leadership in promoting collaboration and overcoming challenges, such as resistance from peers or a lack of support, through consistent professional development and mentorship programs. These studies underscore the importance of systemic, long-term approaches that focus on empowering teachers and providing the necessary resources and training to sustain effective leadership roles within schools, ultimately fostering an environment conducive to educational excellence.

Table 11 Challenges Encountered by Teachers in Assuming Teacher Leadership Role

	Challenges	Frequency	Rank
1	I often find it challenging to guide fellow teachers in improving instructional methods.	59	1
2	I sometimes feel uncertain when communicating new teaching strategies to colleagues.	46	3
3	I encounter difficulties in implementing collaborative projects due to differing opinions among co-teachers.	55	2
4	I occasionally face pushback from co-teachers or administrators when suggesting changes to instructional practices.	27	7
5	I navigate bureaucratic hurdles or administrative processes that can hinder my leadership initiatives.	26	8
6	I feel unsupported at times due to a lack of professional development opportunities.	21	10
7	I observe conflicts arising within the school community due to differing leadership styles.	44	4
8	I encounter skepticism or resistance towards my leadership efforts from certain groups within the school.	26	8
9	I struggle to balance my leadership responsibilities with teaching duties effectively.	38	5
10	I sometimes feel frustrated due to a perceived lack of recognition for my leadership contributions.	33	6

CONCLUSIONS

Based on the obtained results, the researcher formulated the following conclusions.

1. Teacher leadership behaviors in the participating school are highly observed, demonstrating strong collaboration, communication, and a commitment to professional growth, which positively impacts school culture and instructional practices.
2. Collaborative practices are strongly practiced across all dimensions, with teachers prioritizing decisions that enhance student learning, supporting one another, and using evaluations to inform actions, fostering a culture of teamwork and continuous improvement.
3. There is a significant positive relationship between teacher leadership behaviors and collaborative practices, indicating that as teachers develop and exhibit strong leadership skills, their capacity for effective collaboration also improves.
4. The main challenge in leadership is guiding colleagues in improving instructional methods, suggesting that addressing this and supporting instructional leadership can create a more collaborative teaching environment.
5. The "Strengthening Teacher Leadership and Collaboration" coaching handbook effectively addresses the weaknesses in leadership and collaborative practices, promoting a culture of equity, collaboration, and continuous improvement.

RECOMMENDATIONS

The conclusions lead to the following proposed recommendations:

1. To strengthen teacher leadership in the participating school, targeted professional development focusing on collaboration, communication, and systems thinking is recommended, along with opportunities for peer mentoring and coaching. The school may prioritize collaborative environments, promote sharing best practices, and focus on bridging gaps in research-based strategies and curriculum alignment.
2. To nurture collaboration, professional development may focus on enhancing dialogue, data-driven decision-making, and evaluation skills. The school may promote peer observations, co-teaching, and

create platforms for sharing innovative strategies, while recognizing and celebrating collaborative efforts to sustain motivation.

3. The participating school may implement a structured mentoring program for new or struggling teachers and offer professional development in instructional leadership, with platforms for collaboration and joint problem-solving to enhance leadership capabilities and instructional improvement.
4. To address challenges in guiding colleagues, the school may strengthen mentoring and peer support systems, enhance professional development in instructional leadership, and create opportunities for teachers to share best practices and collaborate more effectively.
5. The handbook can be implemented through capacity-building workshops and regular monitoring to ensure effectiveness, with future studies exploring its long-term impact on student outcomes and overall school performance.

ACKNOWLEDGMENT

The researcher extends heartfelt thanks to the thesis advisor for providing essential guidance and steadfast support throughout the study. The study greatly benefited from the participants' willingness to share their insights, and their contribution is deeply appreciated. Finally, sincere gratitude is extended to the researcher's family and friends for their constant support and understanding during the challenging process of completing the thesis.

REFERENCES

1. Harris, A., & Jones, M. (2019). Teacher leadership is vital for driving innovation and progress in schools, with educators guiding their colleagues to achieve shared goals. *Journal of Educational Leadership*, 23(3), 15-28. <https://doi.org/10.1080/13632434.2019.1574964>
2. Schott, C. (2020). Effective teacher leadership includes communication skills, subject knowledge, systems thinking, and a commitment to equity. *Teacher Education Journal*, 18(4), 67-82. <https://doi.org/10.1016/j.edurev.2020.100366>
3. Honigsfeld, A., & Dove, M. G. (2023). Collaboration is essential, with teachers engaging in activities like co-planning, co-teaching, and shared professional development. *International Journal of Collaborative Practices*, 22(1), 45-58. <https://www.tesol.org/blog/posts/5-collaborative-teaching-practices-for-teacher-learning>
4. Rasmussen, E. (2019). Challenges such as lack of support, time constraints, and limited professional development opportunities hinder teacher leadership. *Journal of Educational Leadership Challenges*, 5(2), 88-101. https://www.leadingagemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf
5. Wang, B. (2017). Teacher Leadership Behavior Questionnaire (TLBQ). *Advances in Economics, Business and Management Research*, 29, International Conference on Innovations in Economic Management and Social Science (IEMSS 2017). wbw1980@163.com
6. Consortium for Policy Research in Education (CPRE). (2018). Teacher Collaboration Survey. <https://www.cpre.org/>
7. Bautista, E., & Baniqued, S. (2021). Teacher collaboration and mentoring in enhancing professional development and educational outcomes. *Philippine Journal of Educational Research*, 18(2), 45-59. <https://doi.org/10.11591/ijere.v10i3.21101>
8. García-Martínez, I., Montenegro-Rueda, M., Molina-Fernández, E., & Fernández-Batanero, J. (2021). Communication and collaboration in schools: Key factors for creating a professional learning community. *School Effectiveness and School Improvement*, 32(4), 631-649. <https://doi.org/10.1080/09243453.2021.1925700>
9. Meyer, A., Richter, D., & Hartung-Beck, V. (2020). The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy. *Educational Management Administration & Leadership*, 50, 593-612. <https://doi.org/10.1177/1741143220945698>
10. Bush, T. (2019). Collaborative school leadership: Can it co-exist with solo leadership in high accountability settings? *Educational Management Administration and Leadership*, 47(5), 661-662. <https://doi.org/10.1177/1741143219853202>

11. Tagay, L. (2019). Teacher leadership of faculty members of selected member-institutions of the St. Paul University System. *The Paulinian Compass*, 3(4). <https://ejournals.ph/article.php?id=15575> <https://ejournals.ph/article.php?id=15575>
12. Tiongson, M. T. (2023). Teacher leadership in interdisciplinary settings: Decision-making, dialogue, and collaboration. *International Journal of Educational Leadership*, 45(2), 189-203. https://doi.org/10.1007/978-3-03142871-5_6
13. Reyes, V. C., Hamid, O., & Hardy, I. (2022). When reforms make things worse: School leadership responses to poverty, disasters, and cultures of crises in the Philippine education system. *International Journal of Leadership in Education*, 25(2), 331–344. <https://doi.org/10.1080/13603124.2021.2009038>
14. Macabulos, A., Rotilles, C., & Vicera, C. (2021). Teachers' collaboration for school improvement and performance in Caibiran District, Philippines. *International Journal of Medical Engineering and Informatics*. Advance on line publication. <https://doi.org/10.5281/zenodo.2669115>
15. Hsieh, C.-C., Chen, Y.-R., & Li, H.-C. (2023). Impact of school leadership on teacher professional collaboration: Evidence from multilevel analysis of Taiwan TALIS 2018. *Journal of Professional Capital and Community*, 9(1), 1–18. <https://doi.org/10.1108/JPC-01-2023-0002>
16. Shaked, H., & Schechter, C. (2020). Systems thinking leadership: New explorations for school improvement. *Management in Education*, 34(2), 57–65. <https://doi.org/10.1177/0892020620907327>
17. Warren, L. (2021). The importance of teacher leadership skills in overcoming barriers to effective teaching. *Journal of Educational Leadership*, 10(1), 8-21. <https://doi.org/10.11648/J.EDU.2021.1001.12>
18. Landa, J., & Donaldson, M. (2020). Teacher leadership roles in fostering educational improvement: Challenges and strategies. *Leadership and Policy in Schools*, 21(3), 303-328. <https://doi.org/10.1080/15700763.2020.1759648>