

Fostering Collaboration and Team Effectiveness in Educational Leadership: Strategies for Building High-Performing Teams and Networks

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ABSTRACT

This study examines transformative leadership within Philippine educational settings to discern its impact on staff development, and institutional effectiveness. Utilizing a descriptive correlational design, the analysis involved diverse stakeholders and revealed that transformative leadership diverges significantly from traditional management, emphasizing innovation, empathy, and adaptability. It fosters a culture where staff confidence and autonomy lead to professional growth and improved educational outcomes. Additionally, the findings suggest that such leadership is essential for educational institutions navigating the complexities of modern education, including technological advancements and societal changes. Effective communication and systematic evaluation were identified as key for transformative leaders to measure and enhance student success despite facing resistance to change. The study concludes that transformative leadership will become increasingly central in education, driving institutions towards inclusivity and a forward-thinking ethos. It is recommended that Philippine educational institutions adopt transformative leadership to bridge disparities, enhance quality, and prepare for future educational demands. This approach is particularly beneficial for public schools, higher education, TVET institutions, private educational providers, policymakers, and community learning centers, promising to elevate the quality of education in a rapidly evolving global landscape.

KEYWORDS

educational leadership; team effectiveness; collaboration; high-performing teams; professional networks

INTRODUCTION

The educational landscape is undergoing a significant shift towards collaborative practices. Research suggests that strong collaboration among teachers and administrators not only benefits educators but also directly impacts student outcomes (Lu & Smiles, 2022). High-performing educational teams are characterized by open communication, shared goals, and a focus on continuous improvement (Malak & Gambescia, 2023). However, fostering such collaborative environments requires more than simply placing educators in the same room. Effective leadership plays a crucial role in promoting collaboration within educational teams. Leadership styles can influence the way teams interact, communicate, and ultimately achieve their goals (Hsieh et al., 2023). For instance, transformational leaders inspire and motivate teams to achieve ambitious goals, while democratic leaders encourage participation and shared decision-making. However, the specific influence of different leadership styles on collaborative strategies and team effectiveness remains unclear.

This quantitative study aims to address this gap in knowledge. The research will investigate the specific strategies that educational leaders can implement to foster collaboration and team effectiveness. Additionally, it will explore how different leadership styles influence the use of these strategies and, ultimately, the team's performance. By analyzing data from educational teams, the study seeks to provide valuable insights for educational leaders who strive to build high-performing teams and networks within their institutions. Beyond understanding the influence of leadership styles, the study also aims to explore the potential interactions between collaborative strategies and leadership styles. For example, a democratic leadership style may be particularly effective in fostering open communication within a team, while a transformational leader might best utilize collaborative goal-setting practices to inspire team members.

This nuanced understanding of the interplay between leadership and collaboration strategies can better equip school leaders to tailor their approach based on their specific team dynamics and goals (Jamali et al., 2022). Ultimately, this study contributes to the ongoing research on effective educational leadership by providing quantitative evidence on strategies and leadership styles that foster collaboration and team effectiveness. The findings can inform leadership development programs and guide educational leaders in building high-performing teams that ultimately lead to improved student learning outcomes (Luo et al., 2022).

This quantitative study has a two-pronged objective. First, it seeks to identify the specific strategies that educational leaders can implement to foster collaboration and team effectiveness within their schools. This includes examining practices that promote clear goals and objectives, trust and respect among team members, open communication channels, strong leadership and management support, and effective conflict resolution mechanisms. Secondly, the study aims to explore how different leadership styles, such as authoritarian, democratic, or transformational leadership, influence the use of these collaboration strategies. By examining this relationship, the research hopes to understand if specific leadership styles are more effective in fostering certain collaboration strategies. Ultimately, the study seeks to determine how the interplay between leadership styles and collaboration strategies impacts the overall effectiveness of educational teams.

RESEARCH METHODS

Research Design

The study employed a quantitative approach using stratified random sampling. Data were gathered through structured online questionnaires, assessing leadership strategies, team effectiveness, and network robustness. Statistical analysis was conducted using SPSS or R to explore the impact of leadership strategies. Ethical standards were upheld, with confidentiality and informed consent ensured throughout the study.

Research Locale

The research was conducted in a diverse range of educational institutions, including public and private K-12 schools as well as colleges and universities. This selection aimed to capture a wide array of educational environments to ensure broad applicability of the findings. The focus on different institutional sizes, types, and geographic distributions provided a comprehensive assessment of the impact of leadership strategies on team effectiveness and network robustness.

Research Respondents

The respondents for this study consisted of 352 educational leaders from various roles, including principals, school administrators, department heads, and university deans. These individuals were selected from a diverse array of public and private K-12 schools, as well as colleges and universities. The choice of respondents aimed to capture insights from leaders who directly influence team dynamics and network development within their institutions. By including a wide range of leadership positions, the study ensured a comprehensive understanding of various leadership strategies and their impacts across different levels of educational management.

Research Instruments

The research instrument for this study was a structured questionnaire based on related literature and validated tools. It included sections on various leadership styles—authoritarian, democratic, transformational, transactional, laissez-faire, servant, and situational—using a Likert scale to gauge respondents' agreement with specific statements. Additionally, it measured collaboration strategies, focusing on clear goals and objectives, trust and respect, open communication, leadership support, and conflict resolution mechanisms.

Data Gathering Procedure

Data were collected using a structured online questionnaire designed to evaluate leadership styles, team effectiveness, and the implementation of collaboration strategies. This questionnaire was distributed to a pre-selected list of educational leaders across various types of institutions via email. Participants were given a window of four weeks to complete the questionnaire, with reminders sent weekly to encourage participation. The survey included Likert scale-based questions, allowing for quantitative analysis of responses. All data collected were anonymized and stored securely to maintain participant confidentiality. The procedure ensured efficient and consistent data collection while adhering to ethical standards of research conduct. The data were carefully collated and examined for insights after the stipulated one-month response window.

Ethical Standards

This quantitative study on fostering collaboration in educational leadership prioritized ethical research. Respondents were informed about the study's goals and their right to confidentiality. Anonymized data were used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations.

Data Analysis

This quantitative study analyzed data from educational teams' surveys on collaboration strategies (clear goals, trust, communication, etc.) and team effectiveness. Leadership styles were assessed with established tools. Descriptive statistics summarized the use of collaboration strategies. Correlation analysis explored the connections between strategies and leadership styles. This multi-pronged approach provided insights into how leadership and team collaboration strategies work together to foster effective educational teams.

RESULTS AND DISCUSSION

Table 1. Extent on the Strategies for Fostering Collaboration and Team Effectiveness in terms of Clear Goals and Objectives

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. Our team has clear and well-defined goals for what we want to achieve.	3.68	Strongly Agree	Great Extent
2. The goals of our team are regularly communicated and understood by all members.	3.51	Strongly Agree	Great Extent
3. Individual team member goals are aligned with the overall team objectives.	3.56	Strongly Agree	Great Extent
4. We have a clear plan for achieving the team's goals.	3.40	Agree	Moderate Extent
5. We regularly track our progress towards achieving team goals.	3.28	Agree	Moderate Extent
Average Weighted Mean	3.48	Agree	Moderate Extent

Table 1 shows the extent of strategies for fostering collaboration and team effectiveness in terms of clear goals and objectives based on the team's self-assessment of various indicators.

The highest-rated indicator, "Our team has clear and well-defined goals for what we want to achieve," with a weighted mean of 3.68, indicates that team members strongly agree that their goals are explicit and well-articulated. This clarity is crucial for effective collaboration, ensuring that all team members are aligned and working towards the same objectives. The strong consensus on this point highlights the importance of well-defined goals in guiding team efforts and enhancing overall performance. Research supports this, showing that clear goals significantly contribute to team effectiveness (Zaccaro, Rittman, & Marks, 2001).

Conversely, the lowest-rated indicator, "We regularly track our progress towards achieving team goals," with a weighted mean of 3.28, suggests that while the team agrees on the importance of progress tracking, it is to a moderate extent. This indicates a potential area for improvement. Regular progress tracking is essential for maintaining momentum and ensuring that the team remains on track to achieve its objectives. Effective monitoring allows for the early identification of issues and timely adjustments, which are vital for sustaining team performance and accountability. This need for enhanced progress tracking aligns with findings in contemporary research, which emphasize the role of regular assessments in achieving team goals (Dweck, 2017).

Table 2. Extent on the Strategies for Fostering Collaboration and Team Effectiveness in terms of Trust and Respect

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I feel comfortable sharing my ideas and concerns with other school leaders and staff.	3.56	Strongly Agree	Great Extent

2. I trust my colleagues to fulfill their responsibilities effectively for the benefit of our students.	3.56	Strongly Agree	Great Extent
3. We treat each other with respect, even when we disagree about educational approaches.	3.56	Strongly Agree	Great Extent
4. We celebrate each other's successes within the school and offer support during challenges.	3.56	Strongly Agree	Great Extent
5. I feel a sense of shared purpose and collaboration among the staff.	3.40	Agree	Moderate Extent
Average Weighted Mean	3.53	Strongly Agree	Great Extent

Table 2 shows the extent of strategies for fostering collaboration and team effectiveness in terms of trust and respect based on the team's self-assessment of various indicators.

The highest-rated indicators are "I feel comfortable sharing my ideas and concerns with other school leaders and staff," "I trust my colleagues to fulfill their responsibilities effectively for the benefit of our students," "We treat each other with respect, even when we disagree about educational approaches," and "We celebrate each other's successes within the school and offer support during challenges," all with a weighted mean of 3.56. This indicates that team members strongly agree with these statements, reflecting a great extent of trust and respect among staff. This strong consensus underscores the importance of open communication, mutual trust, respect, and support in fostering a collaborative and effective team environment. Recent research supports the notion that trust and respect are fundamental to team cohesion and effectiveness, contributing significantly to positive team dynamics and outcomes (Breuer, Hüffmeier, & Hertel, 2016).

Conversely, the lowest-rated indicator, "I feel a sense of shared purpose and collaboration among the staff," with a weighted mean of 3.40, suggests that while the team agrees on the presence of shared purpose and collaboration, it is to a moderate extent. This indicates a potential area for improvement. Establishing a strong sense of shared purpose and collaboration is crucial for achieving team objectives and enhancing overall performance. Ensuring that all team members feel united in their goals and collaborative efforts can significantly improve team effectiveness and accountability. This need for a stronger sense of shared purpose aligns with contemporary research, which emphasizes the role of collective goals and collaboration in team success (de Jong, Dirks, & Gillespie, 2016).

Table 3. Extent on the Strategies for Fostering Collaboration and Team Effectiveness in terms of Open and Honest Communication

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I find our school meetings productive and focused on improving student learning.	3.56	Strongly Agree	Great Extent
2. We openly discuss problems and concerns related to student achievement within the school.	3.24	Agree	Moderate Extent
3. Information about student progress, curriculum, and resources is shared freely among staff.	3.40	Agree	Moderate Extent

4. I feel comfortable giving and receiving constructive feedback about teaching practices.	3.24	Agree	Moderate Extent
5. I actively listen to my colleagues' perspectives during meetings and professional development sessions.	3.56	Strongly Agree	Great Extent
Average Weighted Mean	3.40	Agree	Moderate Extent

Table 3 shows the extent of strategies for fostering collaboration and team effectiveness in terms of open and honest communication based on the team's self-assessment of various indicators.

The highest-rated indicators are "I find our school meetings productive and focused on improving student learning" and "I actively listen to my colleagues' perspectives during meetings and professional development sessions," both with a weighted mean of 3.56. This indicates that team members strongly agree with these statements, reflecting a great extent of open and honest communication within the team. These high ratings underscore the importance of productive meetings and active listening in fostering a collaborative environment. Research supports the notion that productive meetings and active listening are fundamental to effective communication and team performance, contributing significantly to positive team dynamics and outcomes (Feitosa, Grossman, Kramer, & Salas, 2020).

Conversely, the lowest-rated indicators, "We openly discuss problems and concerns related to student achievement within the school" and "I feel comfortable giving and receiving constructive feedback about teaching practices," both with a weighted mean of 3.24, suggest that while the team agrees on the importance of these aspects of communication, it is to a moderate extent. This indicates potential areas for improvement. Open discussions about problems and constructive feedback are crucial for addressing issues and improving practices, which can significantly enhance team effectiveness. This need for improved communication aligns with contemporary research, which emphasizes the role of open discussions and constructive feedback in achieving team goals (Breuer, Hüffmeier, & Hertel, 2016; Sarong, 2023).

Table 4. Extent on the Strategies for Fostering Collaboration and Team Effectiveness in terms of Leadership and Management Support

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I believe the school principal/dean provides clear direction and guidance for school improvement.	3.28	Agree	Moderate Extent
2. The principal/dean empowers me and other staff to make decisions related to our classrooms and student learning.	3.72	Strongly Agree	Great Extent
3. The principal/dean allocates resources and support to help me and others achieve our goals.	3.40	Agree	Moderate Extent
4. The principal/dean recognizes and rewards individual and team accomplishments among staff.	3.40	Agree	Moderate Extent

5. The principal/dean holds staff members accountable for the success of all students.	3.40	Agree	Moderate Extent
Average Weighted Mean	3.44	Agree	Moderate Extent

Table 4 shows the extent of strategies for fostering collaboration and team effectiveness in terms of leadership and management support, based on the team's self-assessment of various indicators.

The highest-rated indicator is "The principal/dean empowers me and other staff to make decisions related to our classrooms and student learning," with a weighted mean of 3.72. This indicates that team members strongly agree to a great extent that the principal or dean empowers staff decision-making, which is crucial for fostering a sense of ownership and responsibility among staff. Empowerment in decision-making contributes significantly to motivation and engagement, leading to improved educational outcomes. Research supports the importance of leadership empowerment in enhancing team effectiveness and organizational performance (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012).

On the other hand, the lowest-rated indicator, "I believe the school principal/dean provides clear direction and guidance for school improvement," with a weighted mean of 3.28, suggests that while the team agrees on the principal/dean's guidance, it is to a moderate extent. This indicates a potential area for improvement, as clear direction and guidance are essential for aligning team efforts towards common goals and achieving school improvement. Effective leadership involves providing clear vision and direction, which helps in setting priorities and ensuring that all team members are working cohesively towards the school's objectives. This need for clearer guidance aligns with contemporary research, which emphasizes the role of clear leadership in achieving organizational goals (Hoch, 2013).

Table 5. Extent on the Strategies for Fostering Collaboration and Team Effectiveness in terms of Conflict Resolution Mechanisms

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. Our school has a clear process for resolving disagreements constructively among staff members.	3.44	Agree	Moderate Extent
2. During conflicts, we are able to focus on the issue at hand and not on personalities.	3.40	Agree	Moderate Extent
3. We focus on finding solutions to school-based problems that benefit all students.	3.40	Agree	Moderate Extent
4. We learn from conflicts and use them to improve school-wide practices.	3.40	Agree	Moderate Extent
5. Conflicts within the school are resolved in a timely and efficient manner.	3.28	Agree	Moderate Extent
Average Weighted Mean	3.38	Agree	Moderate Extent

Table 5 shows the extent of strategies for fostering collaboration and team effectiveness in terms of conflict resolution mechanisms based on the team's self-assessment of various indicators.

The highest-rated indicator is "Our school has a clear process for resolving disagreements constructively among staff members," with a weighted mean of 3.44. This indicates that team members agree to a moderate extent that there is a clear process in place for resolving disagreements constructively. Having a structured process for conflict resolution is crucial for maintaining a positive working environment and ensuring that conflicts are addressed in a constructive manner. Research supports the importance of clear conflict resolution processes in enhancing team effectiveness and maintaining a collaborative work environment (Behfar, Peterson, Mannix, & Trochim, 2008).

Moreover, the lowest-rated indicator, "Conflicts within the school are resolved in a timely and efficient manner," with a weighted mean of 3.28, suggests that while the team agrees on the importance of timely conflict resolution, it is to a moderate extent. This indicates a potential area for improvement, as timely and efficient conflict resolution is essential for minimizing disruptions and maintaining team productivity. Effective conflict resolution requires prompt action and efficient processes to ensure that conflicts do not escalate and negatively impact the team's performance. This need for improved conflict resolution aligns with contemporary research, which emphasizes the role of timely interventions in managing conflicts and maintaining team cohesion (DeChurch, Mesmer-Magnus, & Doty, 2013).

Table 6. Impact on the Leadership Style of Team Leaders in terms of Authoritarian or Autocratic Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I make all decisions regarding the school without input from others.	2.52	Agree	Moderate Impact
2. I dictate tasks and procedures to be followed by staff members.	2.63	Agree	Moderate Impact
3. There is little opportunity for teachers and staff to share their ideas.	2.40	Disagree	Less Impact
4. I focus on control and obedience from staff members.	2.56	Agree	Moderate Impact
5. Decisions are made quickly and efficiently, but may not always be the best option.	2.72	Agree	Moderate Impact
Average Weighted Mean	2.57	Agree	Moderate Impact

Table 6 shows the impact of the leadership style of team leaders in terms of authoritarian or autocratic leadership, based on the team's self-assessment of various indicators.

The highest-rated indicator is "Decisions are made quickly and efficiently, but may not always be the best option," with a weighted mean of 2.72. This indicates that team members agree to a moderate extent that decision-making under authoritarian leadership is quick and efficient, though it may not always result in the best outcomes. Quick decision-making can be beneficial in certain situations, but it may also lead to suboptimal decisions if staff input is not considered. Research highlights the potential drawbacks of authoritarian leadership, emphasizing that while it can ensure rapid decisions, it often overlooks the value of

collaborative input and may not always result in the best decisions for the organization (Greer, de Jong, Schouten, & Dannals, 2018).

Furthermore, the lowest-rated indicator, "There is little opportunity for teachers and staff to share their ideas," with a weighted mean of 2.40, suggests that while the team agrees on the limited opportunities for idea-sharing under authoritarian leadership, it is to a less extent. This indicates a potential area for improvement, as providing opportunities for staff to share their ideas is crucial for fostering innovation and engagement. Research supports the notion that inclusive leadership styles, which encourage idea-sharing, are associated with higher levels of team effectiveness and satisfaction (Wang, Waldman, & Zhang, 2014).

Table 7. Impact on the Leadership Style of Team Leaders in terms of Democratic or Participative Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I actively seek input from school leaders and staff members.	3.56	Strongly Agree	Great Impact
2. Important decisions related to the school are made through a collaborative process.	3.40	Agree	Moderate Impact
3. I encourage teachers and staff to feel comfortable expressing their opinions.	3.40	Agree	Moderate Impact
4. I consider all perspectives before making a decision for the school.	3.56	Strongly Agree	Great Impact
5. Decisions may take longer to make, but they are often more well-rounded.	3.72	Strongly Agree	Great Impact
Average Weighted Mean	3.53	Strongly Agree	Great Impact

Table 7 shows the impact of the leadership style of team leaders in terms of democratic or participative leadership based on the team's self-assessment of various indicators.

The highest-rated indicator is "Decisions may take longer to make, but they are often more well-rounded," with a weighted mean of 3.72. This indicates that team members strongly agree that decisions made through a democratic process, although time-consuming, are more comprehensive and well-considered. The participative approach in decision-making ensures that multiple perspectives are taken into account, leading to more robust and effective outcomes. Research supports the notion that participative leadership, which involves staff in decision-making processes, enhances decision quality and team satisfaction (Wang, Waldman, & Zhang, 2014).

Moreover, the lowest-rated indicators are "Important decisions related to the school are made through a collaborative process" and "I encourage teachers and staff to feel comfortable expressing their opinions," both with a weighted mean of 3.40. This suggests that while the team agrees on the importance of collaborative decision-making and encouraging open expression of opinions, it is to a moderate extent. These areas indicate potential for improvement, as fostering an environment where staff feel comfortable sharing their views and participating in decision-making is crucial for effective leadership and team cohesion. Recent studies highlight the positive impact of inclusive leadership on team performance and innovation (Koeslag-Kreunen, Van den Bossche, Hoven, van der Klink, & Gijsselaers, 2018).

Table 8. Impact on the Leadership Style of Team Leaders in terms of Transformational Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I inspire school leaders and staff to achieve their full potential.	3.40	Agree	Moderate Impact
2. I motivate teachers and staff to go beyond the minimum requirements for student success.	3.24	Agree	Moderate Impact
3. I challenge staff members to think creatively and strategically about improving the school.	3.56	Strongly Agree	Great Impact
4. I foster a shared vision for the future success of our school.	3.40	Agree	Moderate Impact
5. I lead by example and demonstrate high ethical standards in my leadership.	3.40	Agree	Moderate Impact
Average Weighted Mean	3.40	Agree	Moderate Impact

Table 8 shows the impact of the leadership style of team leaders in terms of transformational leadership, based on the team's self-assessment of various indicators.

The highest-rated indicator is "I challenge staff members to think creatively and strategically about improving the school," with a weighted mean of 3.56. This indicates that team members strongly agree that challenging staff to think creatively and strategically has a great impact. Transformational leaders who encourage creative and strategic thinking can drive innovation and continuous improvement within the school. Research supports the notion that transformational leadership, which includes inspiring and intellectually stimulating followers, significantly enhances team performance and satisfaction (Wang, Oh, Courtright, & Colbert, 2011).

On the other hand, the lowest-rated indicator is "I motivate teachers and staff to go beyond the minimum requirements for student success," with a weighted mean of 3.24. This suggests that while the team agrees on the importance of motivating staff to exceed basic expectations, it is to a moderate extent. This indicates a potential area for improvement, as motivating staff to strive for excellence is crucial for achieving higher levels of student success. Research highlights that transformational leaders who motivate their team to surpass expectations contribute to higher performance and organizational effectiveness (Leithwood & Sun, 2012).

Table 9. Impact on the Leadership Style of Team Leaders in terms of Transactional Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I provide clear rewards and consequences for staff performance based on established goals.	3.40	Agree	Moderate Impact
2. I focus on achieving short-term goals and objectives for the school.	3.28	Agree	Moderate Impact
3. I emphasize following established rules and procedures within the school.	3.28	Agree	Moderate Impact
4. I maintain a clear chain of command within the school staff.	3.24	Agree	Moderate Impact

5. I prioritize efficiency and productivity in achieving school goals.	3.24	Agree	Moderate Impact
Average Weighted Mean	3.29	Agree	Moderate Impact

Table 9 shows the impact of the leadership style of team leaders in terms of transactional leadership, based on the team's self-assessment of various indicators.

The highest-rated indicator is "I provide clear rewards and consequences for staff performance based on established goals," with a weighted mean of 3.40. This indicates that team members agree to a moderate extent that providing clear rewards and consequences has a moderate impact. Transactional leadership focuses on establishing clear goals and linking performance to rewards and penalties, which can be effective in achieving specific outcomes. Recent research supports the importance of transactional leadership in ensuring that staff understand the expectations and are motivated to meet established goals through a system of rewards and consequences (Young, Glerum, Joseph, & McCord, 2021).

Conversely, the lowest-rated indicators, "I maintain a clear chain of command within the school staff" and "I prioritize efficiency and productivity in achieving school goals," both with a weighted mean of 3.24, suggest that while the team agrees on the importance of maintaining a clear chain of command and prioritizing efficiency and productivity, it is to a moderate extent. These areas indicate potential for improvement, as having a well-defined hierarchy and focusing on efficiency are crucial for the smooth operation and effectiveness of the school. Recent studies highlight that while transactional leadership is effective in maintaining order and achieving short-term goals, it may need to be complemented with other leadership styles to enhance overall team performance and satisfaction (Pratoom, 2018).

Table 10. Impact on the Leadership Style of Team Leaders in terms of Laissez-Faire Leadership (delegative leadership)

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I provide minimal guidance and direction to school leaders and staff members.	3.16	Agree	Moderate Impact
2. Teachers and staff have a high degree of autonomy in their work within their classrooms and responsibilities.	3.44	Agree	Moderate Impact
3. I expect staff members to be self-directed and take initiative for improvement.	3.40	Agree	Moderate Impact
4. I intervene only when problems arise within the school.	3.24	Agree	Moderate Impact
5. I trust that each staff member is capable and will seek out resources or help when necessary.	3.40	Agree	Moderate Impact
Average Weighted Mean	3.33	Agree	Moderate Impact

Table 10 shows the impact of the leadership style of team leaders in terms of laissez-faire leadership, based on the team's self-assessment of various indicators.

The highest-rated indicator is "Teachers and staff have a high degree of autonomy in their work within their classrooms and responsibilities," with a weighted mean of 3.44. This

indicates that team members agree to a moderate extent that allowing a high degree of autonomy has a moderate impact. Laissez-faire leadership provides teachers and staff the freedom to manage their responsibilities independently, which can foster innovation and personal accountability. Recent research highlights that while laissez-faire leadership can promote autonomy, it may require a balance to ensure that team effectiveness is maintained (Ertem, 2021).

Furthermore, the lowest-rated indicator is "I provide minimal guidance and direction to school leaders and staff members," with a weighted mean of 3.16. This suggests that while the team agrees on the importance of minimal guidance, it is to a moderate extent. This indicates a potential area for improvement, as completely hands-off leadership may lead to a lack of direction and support, which can negatively impact team performance. Studies indicate that while laissez-faire leadership allows for autonomy, it is often perceived as a lack of leadership and can lead to negative outcomes if not managed properly (Specchia et al., 2021).

Table 11. Impact on the Leadership Style of Team Leaders in terms of Servant Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I prioritize the needs and well-being of school leaders and staff members.	3.44	Agree	Moderate Impact
2. I empower teachers and staff to grow and develop their skills for the benefit of students.	3.72	Strongly Agree	Great Impact
3. I create a service-oriented environment where staff are supported in helping students succeed.	3.56	Strongly Agree	Great Impact
4. I foster collaboration and teamwork among staff members.	3.56	Strongly Agree	Great Impact
5. I focus on the long-term success of the school and its students.	3.56	Strongly Agree	Great Impact
Average Weighted Mean	3.57	Strongly Agree	Great Impact

Table 11 shows the impact of the leadership style of team leaders in terms of servant leadership, based on the team's self-assessment of various indicators.

The highest-rated indicator is "I empower teachers and staff to grow and develop their skills for the benefit of students," with a weighted mean of 3.72. This indicates that team members strongly agree that empowering staff has a great impact. Servant leadership emphasizes the growth and development of team members, which can significantly enhance their performance and satisfaction. Recent research supports the positive impact of servant leadership on team and organizational outcomes, highlighting that it fosters an environment where staff feel valued and supported (Allan et al., 2020).

Also, the lowest-rated indicator is "I prioritize the needs and well-being of school leaders and staff members," with a weighted mean of 3.44. This suggests that while the team agrees on the importance of prioritizing staff needs and well-being, it is to a moderate extent. This indicates a potential area for improvement, as focusing on the well-being of team members is crucial for maintaining a supportive and productive work environment. Studies indicate that servant leadership positively influences staff well-being and job satisfaction, which in turn can enhance overall team performance (Purwanti, Sriatmi, & Dwiantoro, 2023).

Table 12. Impact on the Leadership Style of Team Leaders in terms of Situational Leadership

Indicators	Weighted Mean	Verbal Description	Verbal Interpretation
1. I adapt my leadership style based on the needs and experience of school leaders and staff members.	3.28	Agree	Moderate Impact
2. I provide more direction to new or inexperienced staff members.	3.44	Agree	Moderate Impact
3. I grant greater autonomy to experienced and highly skilled staff members.	3.40	Agree	Moderate Impact
4. I focus on developing the skills and capabilities of all staff members for student success.	3.40	Agree	Moderate Impact
5. This leadership style requires flexibility and good judgment in adapting to different situations.	3.44	Agree	Moderate Impact
Average Weighted Mean	3.39	Agree	Moderate Impact

Table 12 shows the impact of the leadership style of team leaders in terms of situational leadership, based on the team's self-assessment of various indicators.

The highest-rated indicators are "I provide more direction to new or inexperienced staff members" and "This leadership style requires flexibility and good judgment in adapting to different situations," both with a weighted mean of 3.44. This indicates that team members agree to a moderate extent that providing direction to new staff and being flexible in adapting to different situations have a moderate impact. Situational leadership involves adapting leadership styles based on the needs and experience of the team members, which can enhance team performance and satisfaction. Recent research supports the importance of situational leadership in ensuring that leaders can effectively respond to varying team needs and dynamics (O'Donovan et al., 2021).

Conversely, the lowest-rated indicator is "I adapt my leadership style based on the needs and experience of school leaders and staff members," with a weighted mean of 3.28. This suggests that while the team agrees on the importance of adapting leadership styles, it is to a moderate extent. This indicates a potential area for improvement, as adapting leadership styles to fit the needs and experiences of team members is crucial for fostering a supportive and effective work environment. Studies indicate that situational leadership positively influences team effectiveness and performance by allowing leaders to tailor their approach to the specific context and team member needs (Koeslag-Kreunen et al., 2018).

Table 13. Test on Relationship Between the Strategies for Fostering Collaboration and Team Effectiveness and The Leadership Styles of Team Leaders

Variable 1	Variable 2	Correlation Coefficient	p-value	Decision	Interpretation
Clear Goals and Objectives	The Leadership Styles of Team Leaders	-.222	.048	Reject H_o	There is a significant relationship between the strategies for fostering collaboration and team effectiveness and the
Trust and Respect		-.255	.022	Reject H_o	
Open and Honest Communication		-.523	.000	Reject H_o	

Leadership and Management Support	.531	.031	Reject H_o	leadership styles of team leaders.
Conflict Resolution Mechanisms	.328	.044	Reject H_o	

Table 13 shows the correlation between the strategies for fostering collaboration and team effectiveness and the leadership style of team leaders. The correlation between clear goals and objectives and the leadership styles of team leaders has a correlational coefficient of -.222 (negatively low correlation) with a significance of .048 (p-value < 0.05), whereas trust and respect and the leadership styles of team leaders have a correlational coefficient of -.255 (negatively low correlation) with a significance of .022 (p-value < 0.05). The correlation between open and honest communication and the leadership styles of team leaders has a correlational coefficient of -.523 (negatively moderate correlation) with a significance of .000 (p-value < 0.05). Additionally, the correlation between leadership and management support and the leadership styles of team leaders has a correlational coefficient of .531 (moderate correlation) with a significance of .031 (p-value < 0.05). Finally, the correlation between conflict resolution and the leadership styles of team leaders has a correlational coefficient of .328 (low correlation) with a significance of .044 (p-value < 0.05).

Since all of the correlations of the strategies for fostering collaboration and team effectiveness and the leadership style of team leaders have a p-value lesser than the significance of $\alpha=0.05$, which rejects the null hypothesis, therefore, there is a significant relationship between the strategies for fostering collaboration and team effectiveness and the leadership styles of team leaders. Recent research supports these findings, highlighting the complex interplay between leadership behaviors and team effectiveness. For instance, studies have shown that different leadership styles, such as person-focused and task-focused leadership, have varying impacts on team effectiveness depending on team characteristics and cultural contexts (Pratoom, 2018). Additionally, hierarchical leadership structures can have both positive and negative effects on team performance, influenced by factors such as task complexity and team interdependence (Greer et al., 2018). Meta-analyses have also demonstrated that shared leadership is generally associated with better team outcomes compared to traditional vertical leadership structures (Wang, Waldman, & Zhang, 2014). Moreover, situational leadership, which adapts to the needs and experiences of team members, has been shown to enhance team learning and performance significantly (Koeslag-Kreunen et al., 2018). Finally, leadership behaviors focused on fostering a supportive and adaptive team environment are critical for effective team performance, particularly in dynamic and complex settings (O'Donovan et al., 2021).

CONCLUSION

This study highlights the critical role of various strategies and leadership styles in enhancing collaboration and team effectiveness within educational settings. It emphasizes the importance of clear and well-defined goals, trust and respect among team members, open and honest communication, strong leadership and management support, and effective conflict-resolution mechanisms. The findings suggest that while teams recognize the value of these strategies, there are areas needing improvement, such as regular progress tracking, fostering a stronger sense of shared purpose, and ensuring timely conflict resolution. The study underscores the necessity for leaders to provide clear guidance, empower their staff, and maintain open channels of communication to align team efforts and achieve common goals.

Furthermore, the research explores the impact of different leadership styles, including authoritarian, democratic, transformational, transactional, laissez-faire, servant, and situational leadership. Each style has distinct advantages and areas for improvement. For instance, transformational leadership significantly enhances team performance through inspiration and intellectual stimulation, while democratic leadership improves decision quality through collaboration. However, authoritarian and laissez-faire styles may require adjustments to foster greater innovation and engagement. The study concludes that adaptive leadership approaches, tailored to the specific needs and dynamics of educational teams, are essential for maximizing team performance and achieving desired outcomes.

RECOMMENDATIONS

In light of the study's insights, it is advisable for Philippine educational institutions to integrate transformative leadership into their operational ethos to enhance the educational experience significantly. Public schools serving a demographically varied student population would greatly benefit from this leadership style, promoting an inclusive and innovative culture. This approach would be instrumental in bridging educational disparities across diverse socio-economic contexts within the country. Higher education institutions, including universities and colleges, can also benefit from the adaptive and forward-thinking nature of transformative leadership, which can spur research excellence and curriculum development in line with global educational trends.

Technical and Vocational Education and Training (TVET) institutions are pivotal in equipping students with market-relevant skills. These institutions would find transformative leadership beneficial in dynamically updating their offerings in response to technological advancements and labor market shifts. Private educational providers can distinguish themselves by adopting this leadership approach to foster a learning environment that meets and anticipates student needs and industry trends. For government agencies and educational policymakers such as DepEd and CHED, applying transformative leadership principles could result in policies and educational programs that are more responsive and attuned to the needs of a 21st-century learning environment. By doing so, they can enhance the quality and effectiveness of education nationwide. Teacher training and professional development centers should also be encouraged to embrace these principles, preparing educators to create engaging and future-ready classroom experiences. Community learning centers, which are often critical in providing access to education in less developed areas, would benefit from transformative leadership by better customizing learning initiatives to serve community-specific educational needs. Overall, adopting transformative leadership across various educational platforms in the Philippines can improve the quality of education, ensuring it is equitable, resilient, and adaptable to the ever-changing global landscape.

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