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# School Administrators' Strategies in Enhancing Teachers' Collaboration and Teamwork

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## ABSTRACT

School administrators must create an environment where teachers, learners and community members have common vision for the school. School environment has nurturing atmosphere and team members work harmoniously, success in every endeavor was achieved. Hence, it is in this premise that the researcher decided to conduct this study to determine the significant relationship between the strategies of school administrators in managing the school to enhance teacher collaboration and teamwork to have a successful educational goal. A descriptive-correlational research design was adopted to explore the relationship between the extent of school administrations' strategies in enhancing teachers' collaboration and teamwork. Utilizing survey questionnaire used by Msonge & Lekule (2024) and Mohammad, & Kayode (2017) to determine the extent of strategies employed by school administrators and level of teamwork and collaboration among teachers in school. Based on the result of the study, it was revealed that there is a significant relationship between the extent of strategies employed by school administrators and the level of teamwork and collaboration among teachers in school. School administrators have profound influence on creating a collaborative, supportive school environment. Thus, by strategically fostering teamwork, school administrators can enhance school culture, improve teaching effectiveness, and ultimately support students' success.

*Keywords — School Administrators' Strategies, Enhancing, Teachers' Collaboration, Teamwork*

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## I. INTRODUCTION

Teamwork and collaboration among school stakeholders is important element in achieving educational goals. School administrators must create an environment where teachers, learners and community members have common vision for the school. It is said that it takes a village in educating a child, which connotes that a school will not exist without collaboration among members of the community. Hence, it is very important to create a harmonious relationship within the school.

School administrators play a significant role in creating a school where collaboration and teamwork is shown. According to Mohsin and James (2019) organizational success depends on the interdependence recognized within teams and how vital it is for team members to understand their roles and work to achieve corporate goals thus having a positive influence on organizational performance. Their work also showed that schools where members are delegated to responsibilities gain empowerment that enables them to achieve success. On the other hand, Wu, and Chen (2014) stressed that schools where members are delegated to duties give room for teamwork promotion among members in the institution which encourages others to partake in some other responsibilities that might be delegated. On the other hand, the work of Kinyonga (2013) revealed in his work that, school administrators base their delegation and selection of team members to carry out some respective duties on the bases of interest and expertise which positively or negatively affect the general performance of schools.

On the one hand, Atique (2014) revealed in his study that teamwork leads to collectivism and develops a caring relationship that enhances commitment to school and tends to lead to distributed leadership. The study also revealed that committed teachers always make every effort to advance students' professional competence by providing them with a quality learning environment. It points out the importance of working together in improving school collaborative culture, building teams, and distributing tasks among team members for the purpose of achieving academic goals of the school. On the other hand, Kilindo (2015) figured that, factors such as democratic leadership, clear communication and good interaction were positive in enhancing school productivity and others such as poor rewarding system and lack of recognition, poor working environment, inadequate number of teachers and lack of teaching and learning materials were negative factors to the establishment and practice of teamwork. In the same vein, the study of Gumbakomba, Oyedele and Chikwature (2017) revealed that poor communication among teamwork members results in gossiping, jealousy, mistrust, lack of respect, egocentrism which is inimical to teamwork practice.

The management of employees is an important aspect of the operation of any institution. Employee management, also called personnel management, consists of all the activities undertaken by an enterprise to ensure effective utilization of employees towards the attainment of individual, group, and organizational goals (Taslim, 2017). Risha (2017) describes personnel management as the field of management concerned with planning, organizing, and controlling various operative activities of procuring, developing, maintaining, and utilizing the labor force to attain individual and organizational goals and objectives. Prachi (2015) looked at personnel management in terms of staff development and remuneration.

To achieve teamwork and collaboration in the school, administrators must think of leadership strategies where fairness and transparency is present. One of the aspects that need to be addressed in the school organization management is the establishment of an active and working team able to collaborate to achieve organizational goals. Generally, a team is a group of qualities established to create a work rule that strives towards excellence. Teamwork involves more than one individual in the process of achieving a particular goal. Therefore, in the success of the efforts of a group formed, the spirit of cooperation and good relations among members of the group need to be nurtured.

Further, teacher collaboration has attracted the attention of various scholars, who have identified the existence of positive correlations between teacher collaborative activities, instructional improvements, and students' attainment (Lyna, Hung & Chong, 2016). Furthermore, Hargreaves and Fullan (2012) caution, "Teachers will be short on professional capital if they spend most of their professional time alone, if they do not get feedback and support from colleagues". Additionally, Goddard, Goddard and Tschannen-Moran (2007) argue, "The more teachers collaborate, the more they are able to converse knowledgably about theories, methods, and process of teaching and learning, and thus improve their instruction".

It was observed that when the school administrators involve teachers, learners and community stakeholders in planning and managing the school, positive learning outcomes were achieved. School environment has nurturing atmosphere and team members work harmoniously, success in every endeavor was achieved. Hence, it is in this premise that the researcher decided to conduct this study to determine the significant relationship between the strategies of school administrators in managing the school to enhance teacher collaboration and teamwork to have a successful educational goal. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of school administrations' strategies in enhancing teachers' collaboration and teamwork in Mariano C. Pono Elementary School and Montebello Elementary

School, Kananga III District, Leyte Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of strategies employed by school administrators in enhancing teacher collaboration and teamwork?
2. What is the level of teachers' collaboration and teamwork in school from the strategies employed by the school administrators?
3. Is there a significant relationship between the extent of school administrators' strategies and the level of teachers' collaboration and teamwork in school?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to explore the relationship between the extent of school administrations' strategies in enhancing teachers' collaboration and teamwork. Mariano C. Pono Elementary School and Montebello Elementary School, Kananga III District, Leyte Division is the locale of this study with 15 teachers and 1 school head are the respondents of the study. A survey questionnaire used by Msonge & Lekule (2024) in their study on Fostering Teacher teamwork: Strategies and Challenges for School Heads a Study of Community Secondary Schools in Nyamagana-Mwanza, Tanzania. This questionnaire is composed of 33 items which can be assessed by the teachers through the strategies employed by their school administrators to teachers in the school. Further, to determine the level of teacher teamwork and collaboration shown in the school, a survey used by Mohammad, & Kayode (2017) will be employed. This is a 26-item survey which can be answered using a Five-Point Likert Scale where 5 means Strongly Agree, 4 means Agree, 3 means Moderately Agree, 2 means Disagree, and 1 means Strongly Disagree. The tool will be rated by the school head on the level of collaboration and teamwork of the teacher in the school from the strategies employed by them. This research aims at enhancing teacher collaboration and teamwork in school through the school administrators' strategies employed.

**Sampling.** The respondents of this study were thirty-seven (37) teachers and 2 school administrators in the above-mentioned locale. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the review of the survey questionnaire used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of strategies employed by the school administrators and level of teacher collaboration and teamwork shown in the school in accomplishing educational goals. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Extent of Strategies of School Administrator in Enhancing**  
**Collaboration and Teamwork**

	<b>Strategies of School Administrator</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
The school administrators.....				
1	Conducted trainings and seminars for our professional development.	5.0	Strongly Agree	Very High
2	Identify our professional needs to enhance teaching methods, strategies and approaches.	5.0	Strongly Agree	Very High
3	Uses the training needs assessment data in providing trainings and seminars for teachers	5.0	Strongly Agree	Very High
4	Verbal and material rewards were given to us for an outstanding accomplishment in school.	5.0	Strongly Agree	Very High
5	Acknowledges my potentials and outstanding performance.	4.90	Strongly Agree	Very High
6	Emphasizes teamwork in various activities including teaching	5.0	Strongly Agree	Very High
7	Holds meeting in school regularly to plan, collaborate and work for the improvement of the school.	5.0	Strongly Agree	Very High
8	Uses meetings as a place where all matters concerning the application of teamwork in implementing various tasks in the school are communicated and discussed.	5.0	Strongly Agree	Very High
9	Uses the meeting as platform for open communication, encouragement, and discussion of challenges and successes related to teamwork.	5.00	Strongly Agree	Very High
10	Allocate teaching periods for themselves demonstrating solidarity with the teaching staff.	5.00	Strongly Agree	Very High
11	Conducts instructional supervision which serves as a means for other teachers to recognize the efforts of school heads as implementers of the curriculum.	5.00	Strongly Agree	Very High
12	The participation of heads of schools in teaching activities was pointed out as one of the factors that contribute to strengthening the bond among teachers and contributing to the achievement of common educational goals.	5.00	Strongly Agree	Very High
13	Is attentive to individuals concerns in the school which involves addressing the diverse problems faced by teachers and ensuring fair consideration.	5.00	Strongly Agree	Very High
14	Inadvertently foster division among teachers by showing preferential treatment which underscores the importance of unbiased consideration of individual teachers' concerns to maintain unity within the teaching staff.	5.00	Strongly Agree	Very High
15	Guides and motivates teachers while being sensitive to their problems and expectations.	5.00	Strongly Agree	Very High

16	See to it that teachers are well informed about the vision and the mission of their school.	5.00	Strongly Agree	Very High
17	Is communicating and promoting school vision and mission among teachers and learners.	5.00	Strongly Agree	Very High
18	Guides the teachers in achieving the vision and mission of the school by supporting them in all school activities.	4.95	Strongly Agree	Very High
19	Provide support to teachers, either individually or in groups	4.99	Strongly Agree	Very High
20	Provides financial support for various activities, such as sports and games or materials for teaching.	4.90	Strongly Agree	Very High
21	Included in the plan the support to be provided to the teachers and learners in all school activities.	5.00	Strongly Agree	Very High
22	Collaborate with the teachers in the school.	5.00	Strongly Agree	Very High
23	Highlighted the importance of working together on academic, disciplinary, and social welfare matters.	5.00	Strongly Agree	Very High
24	Is always involve in all school activities and that of the teachers.	5.00	Strongly Agree	Very High
25	Involves teachers in decision-making processes to promote teamwork.	5.00	Strongly Agree	Very High
26	Involves teachers in decision-making on disciplinary issues, period distribution, and other plans for school development	5.00	Strongly Agree	Very High
27	Allow teachers to participate in decision-making for the improvement of the school.	5.00	Strongly Agree	Very High
28	Establishes effective communication systems through regular meetings and clear communication channels, heads of schools ensure that information flows seamlessly among all members of the school community.	5.00	Strongly Agree	Very High
29	Serves school memorandum in meetings, conferences and other school activities and sent it to all teachers in the school.	4.95	Strongly Agree	Very High
30	Reach out to all teachers for any activities, issues and concerns thrown to the school.	5.00	Strongly Agree	Very High
31	Setting clear expectations, providing rewards for excellence, and addressing concerns or shortcomings through corrective measures	5.00	Strongly Agree	Very High
32	Emphasize the importance of accountability in motivating teachers to strive for the achievement of school goals.	5.00	Strongly Agree	Very High
33	Sets targets at the start of the school year and teachers are made accountable in achieving the targets.	5.00	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.99</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 1 evaluates the extent of strategies of school administrators in enhancing collaboration and teamwork among teachers in school. The extent of strategies of school administrators received an average weighted mean of 4.99 which is interpreted as "Very High". These results indicate that school administrators strongly agree that identify professional needs of teachers, uses the data in formulating trainings, seminars and other professional development strategies to

enhance teaching competencies of teachers. The indicators which describe school administrators' strategies like they acknowledge the potentials and outstanding performance of teachers and provides financial support for various activities, such as sports and games or materials for teaching received the lowest rating of 4.90. Other indicators like school administrators guide the teachers in achieving the vision and mission of the school by supporting them in all school activities, and serves school memorandum in meetings, conferences and other school activities and sent it to all teachers in the school received a rating of 4.95 while provide support to teachers, either individually or in groups got a rating of 4.99 and the rest of the indicators are 5.00 which is "Very High". The result of the survey suggests that by implementing these strategies, school administrators can build a supportive and collaborative school culture where teachers feel empowered to work together for both personal and collective success, ultimately improving instructional quality and learner outcomes.

**Table 2**  
**Level of Teachers' Teamwork & Collaboration**

	<b>Statements</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
The teachers.....				
1	allocate the task according to each team member's abilities.	5.00	Strongly Agree	Very High
2	help ensure the proper weigh of the workload.	4.90	Strongly Agree	Very High
3	do my part in a timely manner.	5.00	Strongly Agree	Very High
4	track other team members' progress	5.00	Strongly Agree	Very High
5	emphasize meeting of deadlines.	4.80	Strongly Agree	Very High
6	understand and contribute to the organizational goals.	5.00	Strongly Agree	Very High
7	know the process of making decision.	5.00	Strongly Agree	Very High
8	know how to weigh the relative importance among different issues.	5.00	Strongly Agree	Very High
9	prepare sufficiently to make decision.	5.00	Strongly Agree	Very High
10	solicit input for decision making from my team members.	5.00	Strongly Agree	Very High
11	change decisions based upon new information.	5.00	Strongly Agree	Very High
12	lead when appropriate.	5.00	Strongly Agree	Very High
13	teach other team members.	5.00	Strongly Agree	Very High
14	serve as a role model in formal and informal interactions	5.00	Strongly Agree	Very High
15	mobilize the group for high performance.	5.00	Strongly Agree	Very High
16	lead the team effectively	5.00	Strongly Agree	Very High
17	demonstrate leadership and ensure team results.	5.00	Strongly Agree	Very High
18	try to bring out the best in others.	5.00	Strongly Agree	Very High

19	interact cooperatively with other team members.	5.00	Strongly Agree	Very High
20	conduct myself with courtesy.	5.00	Strongly Agree	Very High
21	respect the thoughts and opinions of others in the team.	5.00	Strongly Agree	Very High
22	treat others with courtesy	5.00	Strongly Agree	Very High
23	accept individual differences among members.	5.00	Strongly Agree	Very High
24	treat all my team members as equals.	5.00	Strongly Agree	Very High
25	can identify potential problems readily.	5.00	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.99</b>	Strongly Agree	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 2 evaluates the level of teachers' teamwork and collaboration in school. It was revealed on the table that the level of teachers' teamwork and collaboration in school received an average weighted mean of 4.99 which is interpreted as "Very High". The statement which describes the level of teachers' teamwork and collaboration in school like "the teachers help ensure the proper weigh of the workload" received the lowest weighted mean of 4.90 which is still falls under the range of "Very High" while other statements got a weighted of 5.00. This means that teachers are highly engaged in working together, supporting one another, and collectively contributing to a positive school culture. A very high level of teamwork among teachers reflects a positive, cohesive school culture where collaboration is valued. This kind of environment can lead to higher morale, job satisfaction, and a sense of belonging among teachers. Hence, teachers are more likely to remain in school where they experience strong support and camaraderie. Very high level of teamwork and collaboration can thus lead to higher retention rates, as teachers find fulfillment in a collaborative work environment.

**Table 3**  
**Test of Relationships**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Strategies Employed by School Administrators vs Level of Teamwork and Collaboration among teachers</b>	1.00	12.341	0.456	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the results of tests examining the relationships between the extent of strategies employed by school administrators versus the level of teamwork and collaboration among teachers in school. The correlation coefficient ( $r$ ) indicates a very strong positive relationship between the strategies employed by school administrators and the level of teamwork and collaboration among teachers in school ( $r=1.00$ ). The computed value or  $t$  of 12.341 exceeds the critical table value of 0.456 at a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and confirming a statistically significant relationship between the extent of strategies employed by school administrators and the level of teamwork and collaboration among teachers in school. The very high extent of strategies employed by the school administrators results to a very high level of teamwork and collaboration among teachers in school. This suggests that emphasizing the value of effective strategies employed by school administrators through the provision of needs and care for teachers and their workplace had motivated the teachers to work collaboratively in such a way that all educational goals and objectives of the school is attained. The implication is that such schools likely enjoy higher teacher satisfaction, enhanced student outcomes, and a culture of continuous improvement, all of which contribute to long-term success and thriving school community.

#### IV. CONCLUSIONS

Based on the analyses of examining the relationships between the extent of strategies employed by school administrators versus the level of teamwork and collaboration among teachers in school, several conclusions can be drawn. First, the result of the study suggests that school administrators play a crucial role in fostering teamwork. Effective strategies, such as promoting open communication, providing structured collaboration time, and encouraging professional learning communities, are likely to enhance the sense of teamwork among teachers. Second, school administrators' strategies can directly impact school culture. When school administrators prioritize collaboration-focused initiatives, they set a tone that values unity and support, leading to a more cohesive and cooperative teaching environment. Third, the result indicates that teacher collaboration does not happen organically but rather is cultivated through intentional administrative support. This highlights the need for school administrators to actively implement structures and policies that facilitates teacher teamwork and collaboration. In conclusion, school administrators have profound influence on creating a collaborative, supportive school environment. Thus, by strategically fostering teamwork, school administrators can enhance school culture, improve teaching effectiveness, and ultimately support students' success.

#### V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. School administrators should actively cultivate a culture of collaboration by setting clear expectations for teamwork, valuing collaborative efforts, and recognizing accomplishments that result from teamwork.
3. School administrators can facilitate professional learning communities by organizing teams around subject areas, grade levels, or shared instructional goals.
4. Ensure teachers have necessary resources-both physical (shared workspaces, digital collaboration tools) and intellectual (access to training on teamwork strategies)-to collaborate effectively.
5. Provide professional development activities on skills like effective communication, conflict resolution, and collaborative problem-solving. This can help teachers work together more smoothly and resolve challenges constructively.
6. School administrators must encourage teachers to take on leadership roles in collaborative efforts.
7. Create open lines of communication where teachers feel comfortable sharing feedback, ideas, and concerns.



8. Recognize and celebrate successful collaborative projects and initiatives in staff meetings, newsletters, or school-wide announcements
9. Teachers should openly share instructional strategies, lesson plans, and resources with colleagues
10. Teachers should work on skills like active listening, empathy, and assertiveness to foster a positive collaborative environment
11. Teachers should approach collaboration with an open mind and a willingness to try new strategies, and
12. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

### ACKNOWLEDGEMENT

This thesis would not have been possible without the guidance and the help of several individuals who have been concerned and firmly contributed in the completion of this study. I would like to acknowledge the following people who in one way or another contributed and extended their valuable resources and assistance in the preparation and realization of this study. Most of all, praises and thanks be to God Almighty, our Lord and Savior Jesus Christ, for His Divine Grace that has provided me the strength and courage and for all the blessings received. To Dr. Jasmine B. Misa, my thesis adviser, who partake immense knowledge, and continuous support to realize and accomplish this study. To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for the smooth sailing of things behind frails in the arduous toil of my study. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for her dynamism that enabled me to complete my thesis. To my DepEd Leyte Division Family headed by Dr. Mariza S. Magan, CESO V, for allowing me to conduct this study in our school. To my Mariano C. Pono Elementary School family, spearheaded by our active School Head, Ma'am Gina A. Villena, as well as my co teachers for providing me with the chance to work on this wonderful project. To my loving family, my parents and brother and of course my one and only daughter for their unconditional love, prayers and support extended which always inspire me to do my very best in achieving this professional goal. And to all the people who are accustomed to my success, Thank you so much. All of these are offered to all of you. To God Be All the glory.

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