

COLLECTIVE LEADERSHIP: ITS RELATIONS TO TEACHERS' EFFICACY UNDER THE NEW NORMAL OF EDUCATION

John Carlo C. Desio, LPT

johncarlo.desio@depd.gov.ph

Public School Teacher, Cavinti District
Cavinti, Laguna 4013, Philippines

Abstract

This study on the extent of collective leadership and its relations to the teachers' efficacy under the new normal education utilized the descriptive research type in gathering and treating the data from 287 Junior High School Teachers in Cluster 5, Division of Laguna in order to address the extent of employing collective leadership by the school heads in terms of trust, shared power, effective communication, accountability, shared learning, building strengths, and internal motivation; the level of teachers' efficacy under the new normal education in terms of persistence, enthusiasm, commitment, instructional behavior, students achievement, and self- efficacy beliefs; and employing collective leadership and its significant effect to the teachers' efficacy under the new normal education.

Using one set of researcher-made questionnaire, the cluster sampling method determined the responses of 289 Junior High School Teachers in Cluster 5, Division of Laguna who served as the respondents of the study from the total population of 3, 056 JHS teachers. The data gathered were carefully analyzed using weighted mean, standard deviation and Pearson r correlation.

Collective leadership has relations to teachers' efficacy, primarily on how it affects teachers' motivation and improve working conditions. Teachers tend to perform better if they get involved in school decisions. Teachers' efficacy improves when they experience collective leadership. Thus, the null hypothesis was rejected.

The following recommendations were offered. The Department of Education may implement online seminars to improve the teaching pedagogies enhancement of ICT integration to the teaching- learning process that will help teachers on the conduct of online class.

School leaders may ask help from the different stakeholders including General Parents-Teachers Association and School Governing Council to attain the goals of the organization. Parents will be enlightened on how to contribute meaningfully for the success of the school. Encourage potential school administrators and teachers to undergo further graduate study for continuous professional growth that will help them become effective school administrators. School administrators may consider the result of this study to have a baseline data toward the development of rules and regulations regarding leadership practices that will affect teachers' efficacy to deliver quality education.

Keywords: Collective Leadership; Teachers' Efficacy

1. Introduction

Collective leadership in school has a strong influence on students' and teachers' achievements. Through collective leadership, the school's stakeholders work together to achieve their goals. The teachers also play an important role in collective leadership and principals including school heads have direct influence on teacher's motivation, work conditions, and efficacy.

All over the country school leaders perform two core functions i.e., to provide instruction and exercise influence. Despite of whatever crisis experienced, school leaders shall provide clarity and direction, built resilience and instilled hope as they remained focused on the best possible outcomes for the students, teachers, and communities.

School programs and decisions, when it comes to giving quality education, should be consulted to teachers who are directly involved in the actual delivery of learning. Leadership style of the school heads then should be considered regarding school programs and decision making. Some teachers are hesitant to comply with the rules or guidelines set by the school heads because they are not involved in the actual planning of a particular program. School leaders and teachers should work together toward a shared goal. It is called collective leadership and when this is

happening people inside the organization are internally and externally motivated towards achieving the shared goals and attain the mandate of the system.

Teacher's efficacy is affected by the leadership style exercised by the school heads, though empirical evidence is required to support this claim. This will be the main objective of this study.

2. Background of the Study

Leaders, particularly in the education system, play a vital role on the success of team performance in the modern organizational setting. There is a lot of literature that support and explain that having an effective leader in charge who possesses the leadership traits, competencies, and leadership styles can contribute greatly on the success of team performance; thus influence the overall organizational performance. (Vivas, 2015)

Regarding educational leadership, collective leadership, among others, has many benefits in the organization when school leaders consider following its concepts. They can get better results from considering multiple perspectives, sharing responsibility, building upon the strengths of teachers, and leveraging internal motivation.

A major benefit is that collective leadership and multiple perspectives can give the team more effective decisions than when only leaders make the decisions, because teachers who are directly affected can provide feedback, ideas, and even direction.

Common challenges faced by managers, including school leaders, are related to people resisting change or directive. In this case, managers have to find ways to motivate their team internally and to adopt a "growth mind-set". Managers or school leaders who are leading change efforts can help those around them to become internally motivated. This internal motivation is greater than external motivation in many aspects. Thus, those who respond to their own internal drives, interests, desires and motivations are much more likely work toward and sustain change than those who are externally motivated by "carrots and sticks".

In the traditional models of leadership, few people at the top often feel burdened and alone. Those managers and supervisors often feel like everyone is turning to them for answers, and the pressure is exhausting. When responsibility is shared, managers feel like they are surrounded by resourceful persons and distributing the responsibility they have among others is a relief. Those at the bottom of the hierarchy are often underutilized, with unfulfilled desired to contribute more. They are hungry for more responsibility. When the responsibility is shared, the work is easier and more fun for everyone involved. This is the primordial benefit of collective leadership. (Brinkerhoff, 2018)

School leadership, in whichever model it embraces, has a central goal of ensuring and maintaining the school improvement which has to do with the quality of teaching and probably is the most influential factor for students' achievement. It is obvious though that the quality and effectiveness of leadership is understood and evaluated in correspondence with regard to teachers' motivation and effectiveness. Leadership practices has to do with teachers' empowerment which is strongly connected to the central goal of the school and students learning.

Emmanouil (2014) states that, "the improvement of the employees' performance is another significantly important aim which the school leader tries to achieve through several actions like taking into consideration the individual's beliefs, values, motivation, and skills.

Teachers can be motivated to improve their performance, if and only if, the school managers or leaders are sharing roles and responsibilities, helping them to realize their potentials, and giving them the chance to give feedback, ideas and even direction.

3. Theoretical Framework

O'Neill and Brinkerhoff (2017) states that, "Collective Leadership assumes that everyone can and should lead". More so, collective leadership requires specific conditions for the success of the whole: trust, shared power, transparent and effective communication, accountability, and shared learning. It is based on recognition even without the gifts, talents, perspectives, and efforts of many, sustainable change is difficult to achieve. Creativity is unleashed as people tap into their fullest abilities and capacities. When collective leadership is present, people say, "We have done this ourselves".

Mary Parker Follet is considered the mother of collective leadership. She wrote about power with others rather than power over others. A key aspect of collective leadership is that success depends on the leadership within the entire group rather than the skills of one person. This means that rather than having leadership limited to one charismatic person or one powerful organization, leadership is shared among many. This shift from focusing on the skills of any one individual. It is about the capacities, relationships, behaviors, and practices of an entire group (two or more people) that makes collective leadership different from other types of leadership and leadership models.

The present study is anchored on collective leadership theory of Follet because collective leadership is the main subject in this study. When leadership is shared to the members of an organization, it can unlock the potentials

of its members that can be facilitative to attain success of the organization.

On the other hand, Campos (2020) states that, "Transformational leadership emerged also as a significant leadership style that linked the roles of leaders and followers. Transformational leaders are believed to tap the potential and motives of followers to make it easier to reach the goals of the team. The style illustrates that leadership is different from power since it is inseparable from the needs of the followers. It means that the leaders do not act because of the power bestowed on them by their leadership position. They act in the interest of the followers seeking to work with them to attain the set vision. A transformational leader may spend time seeking to influence the followers to understand and accept their vision.

The present study is also anchored to transformational leadership because transformational leadership and collective leadership have a common goal for the organization. They allowed their members to get involved in every possible way. It is not the leader who has the roles and responsibility but all the members. Also, they inspire their member to achieve success.

Emmanouil (2014) states that, "Leadership is the mediator that activates inspiration, motivation, support and guidance towards the right direction. It brings out the maximum of the teachers' potential towards achieving school improvement. The practices such as motivation of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and leadership are only some of the factors which are strongly influential concerning teachers' empowerment. Transformational Leadership seems to include all the appropriate practices that strongly influence the teachers' effectiveness. However, regardless of the leadership model employed, this could be effective only if the appropriate procedures were applied.

The present study is anchored also to the theory of Emmanouil because it gave support on how leadership practices affect the teachers' effectiveness.

Teachers' efficacy is powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as students' outcomes such as achievement, motivation, and self-efficacy beliefs (Moran, 2001).

The present study is anchored to the above theories because teacher's efficacy was used as the dependent variable in this study. The above theories discussed on how to determine the teachers' efficacy aside from the performance rating of teachers that is aligned with DepEd Order no. 2 series of 2015 or "Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (RPMS).

4. Statement of the Problem

The study aims to determine the relations of collective leadership to teacher's efficacy under the new normal of education in the selected schools, Division of Laguna.

Specifically, the study sought answers to the following questions:

1. What is the extent of employing collective leadership by the school heads in the Division of Laguna in terms of:
 - 1.1 Trust
 - 1.2 Shared Power
 - 1.3 Effective Communication
 - 1.4 Accountability
 - 1.5 Shared Learning
 - 1.6 Building Strengths and:
 - 1.7 Internal Motivation?
2. What is the level of teacher's efficacy in the new normal of education in terms of their;
 - 2.1 Persistence
 - 2.2 Enthusiasm
 - 2.3 Commitment
 - 2.4 Instructional Behavior
 - 2.5 Students achievement and;
 - 2.6 Self-efficacy beliefs?
3. Does the level of employing collective leadership by the school heads in the Division of Laguna have significant relationship to teacher's efficacy in the new normal education?

5. Research Methodology

The descriptive method of research was used to accumulate substantial data and information about the relations of collective leadership to the teachers' efficacy in the new normal education.

Cluster Sampling was used to get the 287 samples as respondents from the 3,056 total population of all Junior High School Teachers in the Division of Laguna. SDO Laguna have five clusters from Cluster 1 to Cluster 5; hence, teachers from Cluster 5 served as the respondents of this study.

For cluster sampling, the researcher divided the entire population into sections or clusters that represent the population.

A validated self-made questionnaire checklist was used by the researcher which was divided into two parts: the first part measured the level of employing collective leadership through trust, shared power, effective communications, accountability, shared learning, building strengths and internal motivation while the second part measured the teachers' efficacy in terms of performance rating, persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy beliefs.

The data for this study were tabulated and analyzed using the Mean and Standard deviation to describe the level of employing collective leadership and the Pearson r correlation was used to determine the relationship between the variables and to describe whether the relationship is significant.

6. Results and Discussion

6.1. Level of Collective Leadership

In this section of the study, the following tables presented the level of collective leadership in terms of trust, shared power, effective communication, accountability, shared learning, building strengths, and internal motivation.

Table 1. Level of Collective Leadership in terms of Trust

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
The principal...			
1. gives teachers room to try new things and to make mistakes.	4.28	0.936	Very High
2. trusted the teachers to do what was best for students	4.61	0.775	Very High
3. engage the entire faculty in activities and discussions related to the school's mission, vision, and core values.	4.54	0.862	Very High
4. creates and supports meaningful opportunities for teachers to work collaboratively.	4.49	0.886	Very High
5. select a small but diverse group of teachers to do some initial work. To be presented to the whole faculty.	4.40	0.904	Very High
6. trust teachers to assume a leadership role as the need arises.	4.52	0.853	Very High
7. trusted the teachers to be highly dependable.	4.41	0.905	Very High
8. trusted the teachers to be organized.	4.61	0.796	Very High
9. trusted the teachers that they would be prepared every day.	4.59	0.804	Very High
10. trusted the teachers that they will always exhibit characteristics of professionalism.	4.56	0.827	Very High
Grand Mean	4.56		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Low

Table 1 reveals the level of collective leadership in terms of Trust. The teacher respondents were asked related to the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of trust.

The results indicated *very high* level as they agreed that the principal trusted the teachers to do what is best for the students with a mean of ($M = 4.61$, $SD = 0.796$) and trusted the teachers to be organized ($M = 4.61$, $SD = 0.775$).

This may indicate that teachers assessed the principals with a very high level of confidence for them. Teachers are trusted by their school heads in terms of ensuring that they deliver services that are for the good of their students through being organized.

Indicators that were rated as *very high* were that they trusted that the teachers would be prepared every day with a mean of ($M = 4.59$, $SD = 0.804$); trusted the teachers that they will always exhibit characteristics of

professionalism with a mean of ($M = 4.56$, $SD = 0.827$); engage the entire faculty in activities and discussions related to the school's mission, vision, and core values with a mean of ($M = 4.54$, $SD = 0.862$) and trust teachers to assume a leadership role as the need arises ($M = 4.52$, $SD = 0.853$).

The findings also revealed that teachers believe that their principals create and support meaningful opportunities for teachers to work collaboratively ($M = 4.49$, $SD = 0.8861$); trusted the teachers to be highly dependable ($M = 4.41$, $SD = 0.905$); select a small but diverse group of teachers to do some initial work to be presented to the whole faculty ($M = 4.40$, $SD = 0.904$) and gives teachers room to try new things and to make mistakes ($M = 4.28$, $SD = 0.936$), all rated as *very high* level.

It can be gleaned from Table 1, that the over-all level of Collective Leadership in terms of Trust was *very high*, as shown by the overall mean of 4.56.

Based on these results, Aydin (2021) averred that by considering employee feedback, collective leadership gives reassurance that leaders trust employees to do the job they were hired to do. Having autonomy also inspires creativity, giving staff some space to think outside the box when designing new products and/or services. Same with the educational processes, when school leaders give their full support and trust to the faculty, it builds the confidence of teachers to engage and organize projects, programs and activities that could further ensure holistic development of the learners.

Moreover, the work of Reddington (2022) stated that working in a high-trust work environment improves employee engagement, well-being, and psychological safety. But building trust as a leader can be a gradual and challenging process. The good news is that leaders can consistently build trust with employees and establish themselves as trustworthy leaders. Workplace trust is a shared belief that leaders are committed, compassionate, and capable. When employees trust leadership, they anticipate that leadership will do what's best for all involved. There's also an expectation that leaders will be transparent with employees when their hands are tied. It must be noted that trust is an earned currency in every relationship. It builds human connection and provides the foundation for stability, meaning, and growth. In return, team members who trust their leaders tend to be more forthcoming, loyal, and often more trusting of the organization as a whole.

Table 2 reveals the level of collective leadership in terms of shared power. The teachers that served as the respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of shared power.

Table 2. Level of Collective Leadership in terms of Shared Power

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
The principal...			
1. let the teachers handle students' discipline.	4.52	0.853	Very High
2. allows master teachers to evaluate teachers' performance.	4.25	1.072	Very High
3. guide teachers to look for a way to improve students' experience at school.	4.45	0.881	Very High
4. designates teachers to evaluate specific programs of the schools	4.37	0.905	Very High
5. allows teachers to be part of the committee that review new policies and procedures	4.46	0.895	Very High
6. allows a small group of teachers to form a committee that will evaluate pertinent documents of applicant teachers	4.33	0.960	Very High
7. designates public relations point person to have and maintain good relations with parents and community.	4.50	0.849	Very High
8. delegates tasks to everyone.	4.48	0.877	Very High
9. allows teachers to be part of crafting school improvement plans.	4.46	0.881	Very High
10. permit key teachers to designate specific task for school programs.	4.48	0.853	Very High
Grand Mean	4.47		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

The respondents confirmed that the principals let the teachers handle students' discipline with a mean of ($M=4.52$, $SD=0.853$) verbally interpreted as *very high*.

This result indicated that principals are able to give teachers the power to take the lead in disciplining students. As observed by the researcher, teachers are the frontliners when it comes to controlling the behavior and attitude of their students. They are those who are able to identify problem students that needed intervention when it comes to discipline.

Teacher-respondents also revealed a *very high* level on the indicator that their principal designates public relations point person to have and maintain good relations with parents and community ($M=4.50$, $SD= 0.849$). Followed by that the principal delegates tasks to everyone ($M= 4.48$, $SD = 0.877$) and permit key teachers to designate specific task for school programs, ($M=4.48$, $SD= 0.853$).

Indicators show that principals allow teachers to be part of crafting school improvement plans with a mean of ($M= 4.46$, $SD = 0.881$); allows teachers to be part of the committee that review new policies and procedures ($M=4.46$, $SD = 0.895$); guide teachers to look for a way to improve students' experience at school ($M= 4.45$, $SD = 0.881$); designates teachers to evaluate specific programs of the schools ($M= 4.37$, $SD = 0.905$); allows a small group of teachers to form a committee that will evaluate pertinent documents of applicant teachers ($M= 4.33$, $SD = 0.960$) and allows master teachers to evaluate teachers' performance with a mean of ($M= 4.25$, $SD = 1.072$), all rated at a *very high* level.

It is shown from Table 2, that the over-all level of Collective Leadership in terms of Shared Power was very high, as shown by the overall mean of 4.47.

In connection to these results, the work of Berkowicz and Myers (2017) stated that student discipline lives within the schools' culture. School leaders and school stakeholders revealed and informed the belief system of the adults who are responsible for supporting appropriate conduct of the students each and every day. Discipline begins in classrooms and, if necessary, progresses outward. No matter where and by whom discipline is handled, the responsibility for school culture remains in the hands of the leader and those who share leadership.

According to Cakir and Adiguzel (2020), by engaging in participative decision making, a team leader provides more opportunities for members to share their ideas. When team members have a forum to give input it is more likely that they will influence decision making and thereby experience the importance/benefit of knowledge sharing. In addition to team members experiencing the value of knowledge sharing, it is likely that a better decision will result from the collective knowledge of the group when team members possess relevant knowledge which are not possessed by the team leader (Abubakar, et al., 2019).

Table 3. Level of Collective Leadership in terms of Effective Communication

Statement The Principal...	Mean (x)	Standard Deviation	Verbal Interpretation
1. clear main ideas easily identified and understood.	4.50	0.844	Very High
2. straight to the points without using unnecessary words or images.	4.39	0.899	Very High
3. gives specific examples or explanations.	4.53	0.813	Very High
4. gives correct and relevant information.	4.52	0.839	Very High
5. good word choice and grammarly correct when communicating	4.51	0.853	Very High
6. information is presented in a logical sequence.	4.47	0.867	Very High
7. give enough information so the audience can understand.	4.51	0.839	Very High
8. always polite and professional tone.	4.61	0.791	Very High
9. communicate early and often.	4.56	0.817	Very High
10. develops a communication plan when contacting stakeholders.	4.55	0.837	Very High
Grand Mean	4.57		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 3 reveals the level of collective leadership in terms of effective communication. The teacher respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of

of effective communication. The analysis of data indicated a *very high* level of rating in terms of the principal being always polite and with professional tone ($M = 4.61$, $SD = 0.791$).

The results indicate that teachers are able to assess the communication skills of their school heads as very professional. This result shows that respect between the superior and their subordinates exist that leads to a culture of respect and support in the school community.

The following indicators show that the principals are able to communicate early and often with a mean of ($M = 4.56$, $SD = 0.817$); develops a communication plan when contacting stakeholders ($M = 4.55$, $SD = 0.837$); gives specific examples or explanations ($M = 4.53$, $SD = 0.813$) and gives correct and relevant information ($M = 4.52$, $SD = 0.839$), which were all rated with a *very high* level.

In terms indicating that the principals have good word choice and Grammarly correct when communicating yielded a mean of ($M = 4.51$, $SD = 0.853$) and give enough information so the audience can understand ($M = 4.51$, $SD = 0.839$). These indicators were rated at a *very high* level.

Indicators stating that the principals have clear main ideas and can easily be identified and understood got a mean of ($M = 4.50$, $SD = 0.844$); Information is presented in a logical sequence ($M = 4.47$, $SD = 0.867$) and straight to the points without using unnecessary words or images with a mean of ($M = 4.39$, $SD = 0.899$) were all rated as *very high* level.

It is revealed in Table 3, that the over-all level of Collective Leadership in terms of Effective Communication was *very high*, as shown by the overall mean of 4.57.

Accordingly, Landry (2019) stated that a leader is someone who inspires positive, incremental change by empowering those around them to work toward common objectives. A leader's most powerful tool for doing so is communication. Effective communication is vital to gain trust, align efforts in the pursuit of goals, and inspire positive change. When communication is lacking, important information can be misinterpreted, causing relationships to suffer and, ultimately, create barriers that hinder progress. Effective leaders know when they need to talk and, more importantly, when they need to listen. Results show that the principals care by asking for employees' opinions, ideas, and feedback. The principals are believed to share, actively engage in the conversation—pose questions, invite them to elaborate, and take notes.

Moreover, Wilson (2018) explained that true collective leadership is what happens when several capable people with complementary strengths and competencies, sharing common high values and character, and centred around a compelling purpose and vision, combine to provide direction among a company of people and contribute to their success. It requires specific conditions for the success of the whole: trust, shared power, transparent and effective communication, accountability, and shared learning. It is based on the recognition that without the diverse gifts, talents, perspectives, and efforts of many, sustainable change is difficult to achieve.

Table 4. Level of Collective Leadership in terms of Accountability

Statement The Principal...	Mean (x)	Standard Deviation	Verbal Interpretation
1. involved teachers in financial operation of the school.	4.14	1.064	High
2. involved teachers, specially the DRRM coordinator, on assuring the safety of school buildings.	4.63	0.767	Very High
3. allows teachers to the instructional program.	4.54	0.838	Very High
4. assists teachers to improve their instructional techniques.	4.42	0.902	Very High
5. allows teachers to work with parents when disciplinary issues arise.	4.50	0.853	Very High
6. allows teachers to work together on the School-Based Management.	4.67	0.742	Very High
7. designates teachers on monthly procurement of school supplies.	4.16	1.091	High
8. designates teachers on communicating with all stakeholders to implement plans and programs.	4.40	0.935	Very High
9. creates grievance committee to ensure that the faculty follows laws, ordinances, and DepEd orders.	4.35	1.018	Very High
10. involved teachers in the implementation of plans and programs of the schools.	4.57	0.826	Very High
Grand Mean	4.47		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Low

Table 4 reveals the level of collective leadership in terms of accountability. The teachers' respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of accountability.

The highest indicator showed that the principal allows teachers to work together on the School-Based Management with a mean of ($M= 4.67$, $SD= 0.742$ which was verbally interpreted as *very high*.

This result indicate that school heads engage the participation and collaboration of teachers on School-Based Management. Principal empowerment may be considered as the main aim of SBM but engaging the members of the faculty to be a part of it encourages support and commitment among teachers.

The Indicators that follows are rated *very high* showing that principals involved teachers, specially the DRRM coordinator, in assuring the safety of school buildings with a mean of ($M= 4.63$, $SD = 0.767$); involved teachers in the implementation of plans and programs of the schools ($M= 4.57$, $SD = 0.826$); allows teachers to the instructional program ($M= 4.54$, $SD = 0.838$); and allows teachers to work with parents when disciplinary issues arise ($M= 4.50$, $SD = 0.853$);

Other indicators that are rated also as *very high* showed that principals assist teachers to improve their instructional techniques with a mean of ($M= 4.42$, $SD = 0.902$); designate teachers in communicating with all stakeholders to implement plans and programs ($M= 4.40$, $SD = 0.935$); create grievance committee to ensure that the faculty follows laws, ordinances, and DepEd orders ($M= 4.35$, $SD = 1.018$); designate teachers on the monthly procurement of school supplies ($M= 4.16$, $SD = 1.091$) and involve teachers in the financial operation of the school ($M= 4.14$, $SD = 1.064$).

It can be gleaned from Table 4, that the over-all level of Collective Leadership in terms of Accountability was *very high*, as shown by the overall mean of 4.47.

Consequently, the study of Saputra (2020) mentioned that Schools have authority to manage their operations independently based on the needs of students. The implementation of school-based management (SBM) encourages the participation of teachers, learners, and parents to improve the quality of education. Delegation of power and authority is regarded to be a significant factor in SBM model that leads to commitment, trust and a sense of ownership. Seeing the importance of the implementation of school-based management, it is inevitable that the schools should be led by principals who understand their new roles and responsibilities under the school-based management system.

Moreover, Balenton (2015) stated that in School-Based Management process, a clear transparent, inclusive and responsive accountability system are in place, collaboratively developed by the school community, which monitors the performance and acts appropriately on gaps and gains.

Table 5 reveals the level of collective leadership in terms of shared learning. The teacher respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of shared learning.

Table 5. Level of Collective Leadership in terms of Shared Learning

Statement The Principal...	Mean (x)	Standard Deviation	Verbal Interpretation
1. discussed to teachers new DepEd orders, memorandum, and advisories.	4.51	0.849	Very High
2. discussed with teachers the new policies and programs.	4.53	0.843	Very High
3. encourage the teacher to re-echo a particular seminar via School Learning Action Cell.	4.46	0.862	Very High
4. discussed weaknesses in school performance that could be improved.	4.45	0.871	Very High
5. display skills that can be imparted to teachers.	4.47	0.867	Very High
6. encourage teachers to practice their skills.	4.59	0.788	Very High
7. gives feedback after a skill is taught.	4.48	0.858	Very High
8. follow-up after a week after the skill has been taught.	4.36	0.912	Very High
9. shares what they know.	4.54	0.838	Very High
10. promotes expertise of others.	4.52	0.843	Very High
Grand Mean	4.53		Very High

Legend : 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Low

The result confirmed that the principals encourage teachers to practice their skills with a weighted mean of 4.59 and standard deviation of 0.788. This is considered as the highest indicator rated by the respondents at a “Very High” level.

This may mean that school heads are able to give the teachers the opportunities to show their skills in terms of facilitating schools’ programs, projects and activities that could developed their own sense of leadership which they can also share with their colleagues and even other school heads.

The following indicators that were rated with a *very high* level are as follows: that the principal shares what they know with a mean of ($M= 4.54$, $SD = 0.838$); discussed with teachers the new policies and programs ($M= 4.53$, $SD = 0.843$); promotes expertise of others ($M= 4.52$, $SD = 0.843$) and discussed to teachers new DepEd orders, memorandum, and advisories ($M= 4.51$, $SD = 0.849$).

Indicators that were also rated *very high* are: that the principal gives feedback after a skill is taught with a mean of ($M=4.48$, $SD = 0.858$); display skills that can be imparted to teachers ($M= 4.47$, $SD = 0.867$); encourage the teacher to re-echo a particular seminar via School Learning Action Cell ($M= 4.46$, $SD = 0.862$); discuss the weaknesses in school performance that could be improved ($M= 4.45$, $SD = 0.871$) and follow-up after a week the skill that has been taught ($M= 4.36$, $SD = 0.912$).

It can be gleaned from Table 5, that the over-all level of Collective Leadership in terms of Shared Learning was *very high*, as shown by the overall mean of 4.53.

The work of Schawbel (2018) stated that the biggest challenge for today’s professionals is to stay relevant in a world that is constantly changing. The average half-life of a learned skill is five years, and that number will continue to decline over the next several years. People can no longer learn in solidarity. Instead, organizations must create a culture of shared learning, where everyone is learning together every single day. Simply searching Google for information or enrolling in an online course isn’t enough to keep pace with all the changes. Teachers have to count on each other to acquire the knowledge and skills required to stay ahead of the curve.

The study of Sivalingam, et al. (2017) stated that the notion of multiple leaders gives the idea of delegated responsibilities among all members of an educational institution for the benefit of student growth. Whether it is shared leadership, distributed leadership or team leadership, the idea is similar. The key point is the interaction of all members of the institution towards achieving the same goal. To facilitate this idea, collective leadership is espoused to promote group effort in order to achieve the goals set. Collective leadership is the combined effects of all sources of leadership in the contribution made by each of these sources, for example administrators, teachers, students and parents. The ascendancy of collective leadership is revealed suggesting that a strong influence exists between teachers and students who engage in learner centered practice with their students. To that effect, the capability of teachers in the classroom and the environment that the students are exposed to, play an important role in the determinant of suppositions set upon them.

Table 6. Level of Collective Leadership in terms of Building Strengths

Statement The Principal...	Mean (x)	Standard Deviation	Verbal Interpretation
1. encourage teachers to be good communicators.	4.62	0.769	Very High
2. encourage teachers to focus on collaboration.	4.57	0.800	Very High
3. train teachers to be adaptable.	4.52	0.834	Very High
4. lead teachers to show empathy.	4.54	0.833	Very High
5. train teachers to have more patience.	4.51	0.844	Very High
6. encourage teachers to share best practices.	4.62	0.768	Very High
7. encourage teachers to be lifelong learners.	4.61	0.796	Very High
8. act as a role model.	4.58	0.820	Very High
9. allows teachers to have self-reflection.	4.57	0.826	Very High
10. promotes a love of learning.	4.61	0.780	Very High
Grand Mean	4.64		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 6 reveals the level of collective leadership in terms of building strengths. The teacher respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of

building strengths.

The respondents rated the indicators with a *very high* level. It was revealed that the principal encourage teachers to be good communicators with a mean of ($M= 4.62$, $SD = 0.769$) and encourage teachers to share best practices ($M=4.62$, $SD= 0.768$).

These results show that the school heads engage their teachers to develop their skills in communication to be able to share their best practices. It may mean that they are able to strengthen their skills and abilities through the encouragement of their superior that leads to a good relationship among them and school heads.

The indicators that follow include that the principals encourage teachers to be lifelong learners with a mean of ($M=4.61$, $SD = 0.796$); promote a love of learning ($M= 4.61$, $SD = 0.780$) and act as a role model ($M= 4.58$, $SD = 0.820$), which are all rated at *very high* level by the respondents.

Indicators that are also rated at *very high* levels are that the principal allows teachers to have self-reflection ($M= 4.57$, $SD = 0.826$) and encourage teachers to focus on collaboration ($M= 4.57$, $SD= 0.800$).

Other indicators that follows are that the principal lead teachers to show empathy ($M= 4.54$, $SD = 0.833$); train teachers to be adaptable ($M= 4.52$, $SD = 0.834$) and train teachers to have more patience ($M= 4.51$, $SD = 0.844$), all rated at a *very high* level.

It can be shown from Table 6, that the level of Collective Leadership in terms of Building Strengths was *very high*, as shown by the overall mean of 4.64.

In connection to these results, collective leadership will empower staff to feel like part of the bigger picture. Sharing the decision-making responsibility with those directly involved in the process also enable collective liability, where everyone comes together to ensure that the desired end goal is met (Aydin, 2021).

According to Alsaedi (2022), many organizations have considered different leadership styles to ensure effective operations. Collective leadership involves accentuation of power distribution among different entities within a firm. The leadership style aggregates individual talents, expertise, and strengths to impact change. Various forms of this leadership style exist, including decentralization and density, and concentration. Collective leadership involves leaders who are assuming several roles. These roles include mentoring, organizing, problem-solving and motivating. These responsibilities make collective leadership very popular in the modern organizations because they often have an accentuated need for motivation and employee morale.

Table 7 reveals the level of collective leadership in terms of internal motivation. The teacher respondents were asked to rate the extent of exercising collective leadership by the school heads in the Division of Laguna in terms of internal motivation.

Table 7. Level of Collective Leadership in terms of Internal Motivation

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
The Principal...			
1. allows teachers to participate in the decision-making.	4.43	0.888	Very High
2. allows teachers to use valued skills.	4.49	0.858	Very High
3. gives teachers freedom and independence.	4.48	0.872	Very High
4. gives opportunity to learning.	4.63	0.761	Very High
5. allows having shared governance in the school.	4.48	0.877	Very High
6. make a way to have in-service education.	4.47	0.872	Very High
7. have systematic evaluation.	4.40	0.908	Very High
8. have fair evaluation.	4.37	0.909	Very High
9. allows autonomy of teachers in classroom rules.	4.38	0.911	Very High
10. give teachers moral support.	4.50	0.844	Very High
Grand Mean	4.51		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

The teachers agreed that the principals give opportunity to learning ($M= 4.63$, $SD= 0.761$) which is the highest indicator rated at a *very high* level.

This indicate that teachers are given the opportunity for their professional growth through the encouragement of their school heads. This practice ensures that teachers can deliver quality educational services to the students by being at par with the latest trends and with updated skills.

Indicators with *very high* level include the following: principals give teachers moral support ($M= 4.50$, $SD=$

0.844); allow teachers to use valued skills ($M = 4.49$, $SD = 0.858$); give teachers freedom and independence ($M = 4.48$, $SD = 0.872$) and allow having shared governance in the school ($M = 4.48$, $SD = 0.877$).

Other indicators that were also rated *very high* are: make a way to have in-service education ($M = 4.47$, $SD = 0.872$); allow teachers to participate in the decision-making ($M = 4.43$, $SD = 0.888$); have systematic evaluation ($M = 4.40$, $SD = 0.908$); allow autonomy of teachers in classroom rules ($M = 4.38$, $SD = 0.911$) and have fair evaluation ($M = 4.37$, $SD = 0.909$).

It can be gleaned from Table 7, that the over-all level of Collective Leadership in terms of Internal Motivation was very high, as shown by the overall mean of 4.51.

In connection to these results, Wilhelm (2018) expressed that teachers are the experts in their own curriculum. Most principals cannot hope to match the expertise of their teaching staff; thus, the decisions made in shared leadership are likely to lead to superior results over solo decision-making by the principal, or by a small administrative team. Teachers are those who must plan and deliver the instructional program to students everyday. They deserve to have their professionalism respected by having their peers share in the leadership and decision-making related to the program. Teaching staff are far more likely to take ownership of improvement initiatives that are co-led by teacher leaders than those simply handed down by administration.

6.2. Level of Teachers' Efficacy

The following tables show the results of the analysis of data in the level of teacher's efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy beliefs.

Table 8 reveals the level of Teachers' Efficacy in terms of Persistence. When the teacher respondents were asked about the level of teachers' efficacy under the new normal of education in terms of persistence, they revealed that the teachers continue to communicate with parents regarding students' progress ($M = 4.75$, $SD = 0.667$), rated as *very high* level.

Table 8. Level of Teachers' Efficacy in terms of Persistence

Statement	Mean (x)	Standard Deviation	Verbal Interpretation
The Teacher...			
1. shows continuation of effort and striving despite the difficulty.	4.55	0.838	Very High
2. conduct home visitation at least three times a school year.	4.37	0.909	Very High
3. make extra activities for students who did not meet expectations at the end of the grading period.	4.26	0.945	Very High
4. allows students to have an extended deadline to submit their projects.	4.58	0.810	Very High
5. continue to communicate with parents regarding students' progress.	4.75	0.667	Very High
6. answer students' queries outside the working hours.	4.61	0.786	Very High
7. creates own instructional videos to support students learning.	4.25	0.921	Very High
8. post instructional videos online as supplementary material for students.	4.23	0.920	Very High
9. provide different strategies to meet the needs of the learners.	4.42	0.897	Very High
10. prepare materials and/or report during the weekend and after working hours.	4.49	0.872	Very High
Grand Mean	4.47		Very High

Legend : 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

This indicates a good and open relationship between teachers and parents who ensure involvement to their children's education. It has been known that when a parent is engaged and supportive to the school's programs and projects that benefitted their children. It is reflected in the academic performance of students.

The following indicators that are rated *very high* are that teachers answer to students' queries outside the working hours ($M = 4.61$, $SD = 0.786$); allows students to have an extended deadline to submit their projects ($M = 4.58$, $SD = 0.81$); shows continuation of effort and striving despite the difficulty ($M = 4.55$, $SD = 0.838$).

Other indicators are also rated *very high* like: show that teachers prepare materials and/or report during the

weekend and after working hours ($M = 4.49$, $SD = 0.872$); provide different strategies to meet the needs of the learners ($M = 4.42$, $SD = 0.897$); conduct home visitation at least three times a school year ($M = 4.37$, $SD = 0.909$); make extra activities for students who did not meet expectations at the end of the grading period ($M = 4.26$, $SD = 0.945$); create own instructional videos to support students learning ($M = 4.25$, $SD = 0.921$) and post instructional videos online as supplementary material for students ($M = 4.23$, $SD = 0.92$).

It can be gleaned from Table 8, that the over-all level of Teachers' Efficacy in terms of Persistence was very high, as shown by the overall mean of 4.47.

The work of Meyerhoff (2022) claimed that consistently improving communication between parents and educators is more than just a goal. School administrators and instructors recognized the important role that open communication plays in helping a child meet or exceed their own goals. They do everything they can to ensure that parents are able to communicate with the school and that the staff are always on hand to answer questions or give support. Parents who are supportive and proactive about their children's education are more likely to have children who succeed and do well at school. It is important for the school to be transparent and clear about progress and the achievement of each child in their class when talking to the parents.

As cited by Wardlow (2020), parents and teachers are two of the most important contributors to a student's educational success. When parents and teachers communicate well with one another, they are able to support student learning together. As such, communication between home and school is vital. However, parents and teachers do not usually have obvious opportunities for interaction. Rather, one party must intentionally reach out to the other for communication to take place. Thankfully, the use of technologies such as email, texting, websites, electronic portfolios and online grade books have made communication between parents and teachers more timely, efficient, productive and satisfying.

Table 9. Level of Teachers' Efficacy in terms of Enthusiasm

Statement The Teacher...	Mean (x)	Standard Deviation	Verbal Interpretation
1. invites students to ask a question regarding their topics.	4.67	0.743	Very High
2. energetic when conducting Online Kumustahan or Online Classes.	4.56	0.822	Very High
3. used proper tone of voice.	4.64	0.766	Very High
4. used body language in communication.	4.51	0.844	Very High
5. used eye- contact in communication.	4.68	0.718	Very High
6. always explain on repeated questions asked by students.	4.61	0.780	Very High
7. let the students discover more about lessons by letting them browse online.	4.56	0.817	Very High
8. get students excited for a new lesson.	4.53	0.823	Very High
9. provides inspirational quotes when conducting online kumustahan or online classes.	4.37	0.905	Very High
10. provides inspirational videos when conducting online kumustahan or online classes.	4.36	0.894	Very High
Grand Mean	4.58		Very High

Legend : 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 9 presents the level of Teachers' Efficacy in terms of Enthusiasm. When the teachers were asked about the level of teachers' efficacy under the new normal education in terms of enthusiasm, they revealed that they used eye- contact in communication rated at a *very high* level ($M = 4.68$, $SD = 0.718$).

These results indicate that teachers practices communication strategy of eye-to-eye contact with their students to ensure their participation to the teaching-learning process. This strategy effectively encourages students to be aware on the discussion inside the class.

The indicators that follows were rated with *very high* level which include: invite students to ask a question regarding their topics ($M = 4.67$, $SD = 0.743$); use proper tone of voice ($M = 4.64$, $SD = 0.766$) and always explain on repeated questions asked by students ($M = 4.61$, $SD = 0.78$).

Other indicators such as teachers being energetic when conducting Online Kumustahan or Online Classes with a mean of ($M = 4.56$, $SD = 0.822$); let the students discover more about lessons by letting them browse online ($M =$

4.56, $SD = 0.817$); get students excited for a new lesson ($M = 4.53$, $SD = 0.823$); use body language in communication ($M = 4.51$, $SD = 0.844$); provide inspirational quotes when conducting online kumustahan or online classes ($M = 4.37$, $SD = 0.905$) and provide inspirational videos when conducting online kumustahan or online classes ($M = 4.36$, $SD = 0.894$) are also rated at a *very high* level.

It can be gleaned from Table 9, that the level of Teachers' Efficacy in terms of Enthusiasm was *very high*, as shown by the overall mean of 4.58.

Over the past decade, the conceptualization and measurement of students' engagement' has received increasing attention from researchers, practitioners, and policy makers alike. Students' engagement has been linked to improved achievement, persistence and retention, with disengagement having a profound effect on students' learning outcomes and cognitive development (Ma, et al., 2015), and being a predictor of student dropouts in both secondary school and higher education.

According to Bond, et al. (2020) Students' engagement is the energy and effort that students employ within their learning community, observable via any number of behavioral, cognitive or affective indicators across a continuum. It is shaped by a range of structural and internal influences, including the complex interplay of relationships, learning activities and the learning environment. The more students are engaged and empowered within their learning community, the more likely they are to channel that energy back into learning, leading to a range of short- and long-term outcomes, that can likewise further fuel engagement.

In contrast, however, the research of Gray and DiLoreto (2016) that investigated the relationships among course structure/organization, learners' interaction, students' engagement, and instructors' presence on student satisfaction and perceived learning proved otherwise. The data indicated that student interaction does not have a statistically significant impact on students' satisfaction, yet instructors' presence does have a statistically significant impact on perceived students' learning.

Table 10 presents the level of Teachers' Efficacy in terms of Commitment. When the teachers that served as respondents were asked about the level of teachers' efficacy under the new normal of education in terms of commitment, they revealed that teachers are concerned with the development of students ($M = 4.74$, $SD = 0.677$, rated at a *very high* level.

This indicate that teachers have a deep sense of commitment in ensuring that their students are able to grow and develop with competencies that will prepare them for the rest of their lives and in the world of work.

Table 10. Level of Teachers' Efficacy in terms of Commitment

Statement The Teacher...	Mean (x)	Standard Deviation	Verbal Interpretation
1. always seek new ideas to contribute to the students.	4.61	0.790	Very High
2. have a passion for teaching.	4.65	0.764	Very High
3. continue for professional development.	4.60	0.803	Very High
4. creates authentic and effective teaching and learning process.	4.55	0.837	Very High
5. concerned with the development of students.	4.74	0.677	Very High
6. cultivates students' curiosity and interest in learning.	4.58	0.815	Very High
7. put extra effort into fulfilling their responsibilities to their students.	4.62	0.785	Very High
8. shows dedication to students learning.	4.68	0.734	Very High
9. collaborate with co-teachers to develop teaching approaches.	4.56	0.827	Very High
10. always shows new knowledge and ideas.	4.58	0.805	Very High
Grand Mean	4.63		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Indicators rated at a *very high* level include: teachers that show dedication to students learning ($M = 4.68$, $SD = 0.734$); have a passion for teaching with ($M = 4.65$, $SD = 0.764$); put extra effort into fulfilling their responsibilities to their students ($M = 4.62$, $SD = 0.785$); always seek new ideas to contribute to the students ($M = 4.61$, $SD = 0.79$) and continue their professional development ($M = 4.60$, $SD = 0.803$).

Other indicators such as teachers cultivate students' curiosity and interest in learning ($M= 4.58$, $SD= 0.815$) and always show new knowledge and ideas ($M= 4.58$, $SD = 0.805$); collaborate with co-teachers to develop teaching approaches ($M= 4.56$, $SD =0.827$); and create authentic and effective teaching and learning process ($M= 4.55$, $SD = 0.837$), are all rated at *very high* level.

It can be shown from Table 10, that the over-all level of Teachers' Commitment in terms of Enthusiasm was very high, as shown by the overall mean of 4.63.

As cited by Altun (2017), teachers' commitment is the emotional bond that teachers demonstrate toward their work. Teachers' commitment has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school they work for, and they invest their time and energy in promoting their school. Teachers' commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Teachers' commitment is an internal force that drives teachers to show enhanced job performance.

Moreover, Hariri and Sumintono (2020) explained that teachers matter for many reasons, particularly because they can make a difference in students' achievement. Students' achievement can help improve school and education quality. Teachers' commitment to teaching and its associated aspects are explored, including the characteristics of committed teachers. Committed teachers are characterized by four qualities: having a desire to be good teachers, being more fact purveyors and sources, recognizing and accepting individual worth, and meeting professional responsibilities. Thus, committed teachers need to be prepared, to maintain their commitment, and to improve their performance. Principals can help teachers become committed to teaching, for example, by implementing leadership styles that contribute to their commitment. Education policymakers can make the teaching profession be more appealing by elevating its status, similar to that of doctors, to attract the best candidates.

Table 11. Level of Teachers' Efficacy in terms of Instructional Behavior

Statement The Teacher...	Mean (x)	Standard Deviation	Verbal Interpretation
1. provides clarity of instruction when giving a task to students.	4.71	0.704	Very High
2. guiding and monitoring students to complete the task.	4.71	0.704	Very High
3. highlighting the main points of the topics.	4.68	0.734	Very High
4. provides examples.	4.69	0.727	Very High
5. presents an outline of the topic.	4.56	0.827	Very High
6. promotes students' discipline.	4.69	0.720	Very High
7. provides classroom rules (Online etiquette).	4.62	0.779	Very High
8. have a system for the distribution and retrieval of modules.	4.71	0.702	Very High
9. conduct a survey to determine where the students experience difficulty in answering modules.	4.43	0.865	Very High
10. communicate with parents to know if the students are accomplishing their tasks.	4.66	0.750	Very High
Grand Mean	4.67		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 11 presents the level of Teachers' Efficacy in terms of instructional behavior. When the teacher respondents were asked about the level of teachers' efficacy under the new normal education in terms of instructional behavior, they revealed that teachers provide clarity of instruction when giving task to students ($M=4.71$, $SD= 0.704$), guide and monitor students to complete the task ($M= 4.71$, $SD= 0.704$) and have a system for the distribution and retrieval of modules ($M= 4.71$, $SD= 0.702$), all considered as highest indicators rated at *a very high* level.

These results indicate the competency of teachers in terms of providing quality instruction to their students by ensuring that they give clarified guidance and monitoring. Moreover, they are able to monitor the system in terms of distribution and retrieval which ensure that students are able to abide with the needed requirements even under learning from home using modules.

Other indicators with *high* level rating are that teachers provide examples with the mean of ($M= 4.69$, $SD = 0.727$); promote students' discipline ($M= 4.69$, $SD = 0.72$); highlight the main points of the topics ($M= 4.68$, $SD = 0.734$); and create authentic and effective teaching and learning process ($M= 4.55$, $SD = 0.837$).

0.734); communicate with parents to know if the students are accomplishing their tasks ($M= 4.66$, $SD = 0.75$); provide classroom rules (Online etiquette) ($M= 4.62$, $SD = 0.779$); present an outline of the topic ($M= 4.56$, $SD = 0.827$) and conduct a survey to determine where the students experience difficulty in answering modules ($M= 4.43$, $SD = 0.865$).

It can be gleaned from Table 11, that the over-all level of Teachers' Efficacy in terms of Instructional Behavior was *very high*, as shown by the overall mean of 4.67.

Accordingly, Hussen, et al. (2016) mentioned that commitment to students' learning includes teachers' dedication to helping students learn regardless of their academic difficulties or social background. Conceptually, this type of commitment speaks to increase students' engagement in learning and academic achievement, particularly for students who are academically at risk.

According to Yildiz and Celik (2017), committed teachers are those who have excitement, passion, desire, enthusiasm and energy. Such educators are ready to challenge to alter the things in their environment; create a difference in terms of their methodology and profession of teaching. Due to their commitment to the teaching and learning, they will be able to generate something new, something permanently changing and something authentic. Those teachers carrying such passion of commitment will always seek for more in teaching and learning, because they are fond of the profession they are holding.

Likewise, Serin (2017) stated that one of the most important elements in the development of passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. According to this perspective, committed teachers can create a difference. Thanks to their dedication to their profession.

Table 12. Level of Teachers' Efficacy in terms of Students' Achievement

Statement The Teacher...	Mean ($\bar{x}$)	Standard Deviation	Verbal Interpretation
1. set a specific, realistic goal for each lesson.	4.59	0.804	Very High
2. gives at least two or three questions during online instruction to assess students learning.	4.38	0.920 we sa	Very High
3. used enough questions in formative assessment.	4.48	we.882	Very High
4. discuss student progress regularly with students, parents, and teachers.	4.41	0.905	Very High
5. check the social-emotional wellness of students before conducting an assessment.	4.40	0.895	Very High
6. gives timely feedback after an assessment.	4.33	0.938	Very High
7. informs students where are they lacking if got a low performance.	4.47	0.877	Very High
8. gives extra activities if needed.	4.31	0.934	Very High
9. communicates with parents to inform the students what task they will accomplish.	4.55	0.827	Very High
10. talk to co-teachers about students' performance.	4.59	0.798	Very High
Grand Mean	4.47		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 12 presents the level of Teachers' Efficacy in terms of Students' Achievement. When the teacher respondents were asked about the level of teachers' efficacy under the new normal education in terms of students' achievement, they rated *very high* level the indicator that: the teacher set a specific, realistic goal for each lesson with a mean of ($M= 4.59$, $SD= 0.804$) and talk to co-teachers about the students' performance ($M= 4.59$, $SD= 0.798$).

These results indicate that to be able to attain the mastery of lessons, teachers need to set goals that are specific and realistic for the students. It could also help if they are able to collaborate with their peers in order to attain the competencies that they want their students to develop.

Indicators that were rated *very high* level show that teachers who communicate with parents to inform the students what task they will accomplish obtained a mean of ($M= 4.55$, $SD = 0.827$); use enough questions in formative assessment ($M= 4.48$, $SD = 0.882$); inform students where are they lacking if they got a low performance ($M= 4.47$, $SD = 0.877$); discuss students' progress regularly with students, parents, and teachers ($M= 4.41$, $SD = 0.905$) and check the social-emotional wellness of students before conducting an assessment ($M= 4.4$, $SD = 0.895$).

Indicators that are the least but rated as *very high* are: that teachers give at least two or three questions during

online instruction to assess students learning ($M= 4.38$, $SD = 0.92$); give timely feedback after an assessment ($M= 4.33$, $SD = 0.938$) and give extra activities if needed ($M= 4.31$, $SD = 0.934$).

It can be gleaned from Table 12, that the over-all level of Teachers' Efficacy in terms of Students' Achievement was *very high*, as shown by the overall mean of 4.47.

Consequently, collective teacher efficacy is the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students. Hattie (2017) presented collective teacher efficacy as the new number one influence on students' achievement.

The study of Agyekum (2019) emphasized that teacher-student relationship is one of the factors that promote students learning. Positive interaction creates peaceful environment, but negative interaction leads to instability. Teachers' positive relationship helps to promote student's academic growth. Teachers who emphasize positive aspect of students rather than negative aspect helps the students to be more forthcoming with positive behavior. An overemphasized negative students' attitude rather than praise leads to bad relation between instructors and students

Research conducted by Cook et al. (2018) revealed that some students spend enough time with their teachers during the week. Several researchers have attempted to unlock the mystery behind student-teacher relationships quality and academic performance across primary schools. Positive teacher-student relationships help students to excel in academics. Negative teacher-student relationship promotes significant problems that can affect the students to the highest level.

Table 13. Level of Teachers' Efficacy in terms of Self- Efficacy Beliefs

Statement The Teacher...	Mean (x)	Standard Deviation	Verbal Interpretation
1. practically handle the task given by the school head.	4.57	0.816	Very High
2. motivated to accomplish a task.	4.52	0.844	Very High
3. exert amount of energy toward goal achievement.	4.51	0.858	Very High
4. has the ability to succeed in a specific situation.	4.46	0.886	Very High
5. has the ability to organize and execute a course of action required to manage prospective situations.	4.43	0.889	Very High
6. recover quickly from disappointments.	4.25	0.958	Very High
7. view challenging problems as a task to be mastered.	4.42	0.901	Very High
8. do not avoid challenging tasks.	4.28	0.962	Very High
9. do not lose confidence in personal abilities.	4.36	0.917	Very High
10. develops a more profound interest in the activities in which they participate.	4.45	0.881	Very High
Grand Mean	4.43		Very High

Legend: 4.21 – 5.00 = Always/Very High; 3.41 – 4.20 = Often/High; 2.61 – 3.40 = Sometime/Moderately High; 1.81 – 2.60 = Seldom/Low; 1.00 – 1.80 = Never/Very Low

Table 13 presents the level of Teachers' Efficacy in terms of Self-Efficacy Beliefs. When the teacher respondents were asked about the level of teachers' efficacy under the new normal of education in terms of self-efficacy beliefs, the indicator considered as the highest with the rating of *very high* is that teachers have the ability to succeed in a specific situation ($M= 4.46$, $SD= 0.886$).

The analysis of data indicate that teachers are able to succeed in any endeavor or designated tasks given to them by the school administration. This may mean that they have the competencies and skills that help them to be progressive in all their roles and responsibilities.

Indicators that are rated *very high* include teachers develops a more profound interest in the activities in which they participate ($M= 4.45$, $SD = 0.881$); has the ability to organize and execute a course of action required to manage prospective situations ($M= 4.43$, $SD = 0.889$) and view challenging problems as a task to be mastered ($M= 4.42$, $SD = 0.901$).

Other indicators that are the least but rated *very high* are teachers do not lose confidence in personal abilities ($M= 4.36$, $SD = 0.917$); do not avoid challenging tasks ($M= 4.28$, $SD = 0.962$) and recover quickly from disappointments ($M= 4.25$, $SD = 0.958$).

It can be gleaned from Table 13, that the over-all level of Teachers' Efficacy in terms of self-efficacy beliefs was *very high*, as shown by the overall mean of 4.43.

According to Barni, et al. (2019), teachers' self-efficacy has progressively gained an important role in school psychology research because of its implications for teaching effectiveness, instructional practices, and for students' academic achievement. It was cited by Barni, et al. (2018) that considerable research has shown that teachers with high level of self-efficacy experience higher level of job satisfaction, lower level of job-related stress and face less difficulties in dealing with students' misbehaviors. Thus, understanding the main antecedents of self-efficacy may have important payoffs in working for teachers' well-being and school effectiveness and improvement.

Relationship between the Collaborative Leadership and the Teachers' Efficacy

Table 14. Significant Relationship between the Collaborative Leadership and the Teachers' Efficacy

Collaborative Leadership	Teachers' Efficacy	R	Interpretation	P	Rank
Trust	Persistence	0.33549*	Low	0.000	2
	Enthusiasm	0.221768*	Low	0.000	6
	Commitment	0.317069*	Low	0.000	3
	Instructional Behavior	0.258412*	Low	0.000	4
	Student Achievement	0.340805*	Low	0.000	1
	Self-Efficacy	0.244517*	Low	0.000	5
Shared Power	Persistence	0.38796*	Low	0.000	2
	Enthusiasm	0.308461*	Low	0.000	6
	Commitment	0.310353 *	Low	0.000	5
	Instructional Behavior	0.330305*	Low	0.000	4
	Student Achievement	0.405018*	Moderate	0.000	1
	Self-Efficacy	0.365818*	Low	0.000	3
Effective Communication	Persistence	0.300392*	Low	0.000	3
	Enthusiasm	0.260983*	Low	0.000	6
	Commitment	0.32166*	Low	0.000	2
	Instructional Behavior	0.265538*	Low	0.000	5
	Student Achievement	0.375404*	Low	0.000	1
	Self-Efficacy	0.300269*	Low	0.000	4
Accountability	Persistence	0.431802*	Moderate	0.000	5
	Enthusiasm	0.417639*	Moderate	0.000	6
	Commitment	0.4876*	Moderate	0.000	2
	Instructional Behavior	0.456866*	Moderate	0.000	3
	Student Achievement	0.532129*	Moderate	0.000	1
	Self-Efficacy	0.4332262*	Moderate	0.000	4
Shared Learning	Persistence	0.41161*	Moderate	0.000	2
	Enthusiasm	0.35794*	Low	0.000	5
	Commitment	0.379021*	Low	0.000	3
	Instructional Behavior	0.375006*	Low	0.000	4
	Student Achievement	0.47643*	Moderate	0.000	1
	Self-Efficacy	0.349492*	Low	0.000	6
Building Strengths	Persistence	0.341186*	Low	0.000	2
	Enthusiasm	0.300957*	Low	0.000	5
	Commitment	0.302924*	Low	0.000	4
	Instructional Behavior	0.319982*	Low	0.000	3
	Student Achievement	0.456518*	Moderate	0.000	1
	Self-Efficacy	0.295094*	Low	0.000	6
Internal Motivation	Persistence	0.341186*	Low	0.000	2
	Enthusiasm	0.300957*	Low	0.000	5
	Commitment	0.302924*	Low	0.000	4
	Instructional Behavior	0.319982*	Low	0.000	3
	Student Achievement	0.456518*	Moderate	0.000	1
	Self-Efficacy	0.295094*	Low	0.000	6

Legend: +/- .90-1.00 = Very high positive/negative correlation; +/- .70 - .90= High positive/negative correlation; +/- .50 -.70 = Moderate positive/negative correlation; +/- .30 - .50 = Low positive/negative correlation; +/- .00-.30 = Negligible correlation

Table 14 presents the relationship between the Collaborative Leadership and the Teachers' Efficacy under the new normal of education.

Collective leadership in terms of trust and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.33549, 0.221768, 0.317069, 0.258412, 0.340805, and 0.244517 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

Collective leadership in terms of shared power and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as confirmed by the r -value of 0.38796, 0.308461, 0.310353, 0.330305, 0.405018, and 0.365818 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

Collective leadership in terms of effective communication and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.300392, 0.260983, 0.32166, 0.265538, 0.375404, and 0.300269 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

Table 3 also reports that collective leadership in terms of accountability and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, student achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.431802, 0.417639, 0.4876, 0.456866, 0.532129, and 0.4332262 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

It is also included in Table 3 that the collective leadership in terms of shared learning and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.41161, 0.35794, 0.379021, 0.375006, 0.47643, and 0.349492 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

Collective leadership in terms of building strengths and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.330998, 0.307322, 0.410904, 0.36789, 0.370072, and 0.295307 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

It is also revealed in Table 14 that the collective leadership in terms of internal motivation and teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy have significant relationship as disclosed by the r -value of 0.341186, 0.300957, 0.302924, 0.319982, 0.456518, and 0.295094 respectively and all p -value are 0.000 that is lower than 0.05. Thus, the findings reject the null hypothesis.

In summary, the results show low linear relationship as manifested by lower probability values for Collaborative Leadership and Teachers Efficacy except with Accountability with moderate linear relationship.

The results also show that there is a significant relationship between the Collective Leadership and the Teachers' Efficacy having p -values that are lower than the 0.05 level of significance that led to the rejection of null hypothesis.

Accordingly, DeWitt (2017) claimed that leadership is not easy, nor is it for the faint of heart. It was cited that establishing goals and expectations, resourcing strategically, ensuring quality teaching, leading teacher learning and development, and ensuring an orderly and safe environment as the most important aspects of instructional leadership. It is very difficult for any leader to have a high level of self-confidence in all of these areas. Collaborative leadership and collective efficacy are needed to help principals meet the ever-changing demands of the job.

Empirical research has found several productive behaviors associated with collective efficacy, including more in-depth implementation of school improvement plans, increased teacher leadership, receptiveness to new ideas, and a greater sense of efficacy to parents. In addition, teachers who perceive a strong sense of collective efficacy exhibit a positive attitude toward professional development, higher job satisfaction, and commitment to the teaching profession, less stress or burnout. They are more willing to take risks and to overcome challenges to meet students' needs. Studies also revealed that, in schools with high collective efficacy, students were more likely to be engaged emotionally, and fewer students were excluded due to behavior issues. Finally, collective teacher efficacy is positively related to teacher self-efficacy (Donohoo, 2018).

7. Summary of Findings

1. The extent of exercising collective leadership by the school heads in the Division of Laguna in terms of trust, shared power, effective communication, accountability, shared learning, building strengths and internal motivation.

The school heads exercise *Very High* level of collective leadership as to trust ($M=4.56$), shared power ($M=4.47$), effective communication ($M=4.57$), accountability ($M=4.47$), shared learning ($M=4.64$), building strengths ($M=4.64$) and internal motivation ($M=4.51$).

2. The level of teachers' efficacy under the new normal education in terms of their persistence, enthusiasm, commitment, instructional behavior, students' achievement, and self-efficacy beliefs.

The level of teachers' efficacy under the new normal education are *Very High* as to persistence ($M=4.47$), enthusiasm ($M=4.58$), commitment ($M=4.63$), instructional behavior ($M=4.67$), students' achievement ($M=4.47$) and self-efficacy ($M=4.43$).

3. Relationship of exercising collective leadership of school heads in the Division of Laguna to the teachers' efficacy under the new normal education.

Exercising collective leadership in terms of trust were inferred to have significant relationship on the teachers' efficacy as attested further by the r -value of 0.33549, 0.221768, 0.317069, 0.258412, 0.340805, and 0.244517 respectively and verbally interpreted as *Low*. There is a significant relationship on teachers' efficacy as attested further by the p -values of 0.000, 0.000, 0.000, 0.000, 0.000, and 0.000 respectively that are lower than 0.05 and have verbally analysis of *Significant*.

Shared Power appeared on the table that it has significant relationship on teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, and self-efficacy beliefs as confirmed by the r -value of 0.38796, 0.308461, 0.310353, 0.330305 and 0.365818 respectively and verbally interpreted as *Low*. While shared power and students' achievement has also significant relationship as confirmed by the r -value of 0.405018 and verbally interpreted as *Moderate*. There is a significant relationship between shared power and teachers' efficacy as sustained further by the r -values of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

Collective leadership in terms of effective communication was inferred to have significant relationship on the teachers' efficacy as attested further by the r -value of 0.300392, 0.260983, 0.32166, 0.265538, 0.375404, and 0.300269 respectively and verbally interpreted as *Low*. It is inferred that effective communication has significant relationship on teachers' efficacy as confirmed further by the p -values of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

Accountability was inferred to have significant relationship on the teachers' efficacy as attested further by the r -value of 0.431802, 0.417639, 0.4876, 0.456866, 0.532129, and 0.4332262 respectively and verbally interpreted as *Moderate*. It is inferred that effective accountability has significant relationship on teachers' efficacy as confirmed further by the p -values of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

Collective leadership in terms of shared learning was inferred to have significant relationship on the teachers' efficacy in terms of persistence and students' achievement as attested further by the r -value of 0.41161 and 0.47643 respectively and verbally interpreted as *Moderate*. While enthusiasm, commitment, instructional behavior, and self-efficacy have significant relationship on shared learning as attested further by the r -value of 0.35794, 0.379021, 0.375006, and 0.349492 respectively and verbally interpreted as *Low*. It is inferred that effective communication has significant relationship on teachers' efficacy as confirmed further by the p -values of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

Building strengths was inferred to have significant relationship to teachers' efficacy in terms of persistence, enthusiasm, instructional behavior, student achievement, and self-efficacy as confirmed further by the r -value of 0.330998, 0.307322, 0.36789, 0.370079 and 0.295307 respectively and verbally interpreted as *Low*. While there is a significant relationship between building strengths and commitment as sustained further by the r -value of 0.410904 and verbally interpreted as *Moderate*. It is inferred that building strengths has significant relationship on teachers' efficacy as confirmed further by the p -values of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

In terms of internal motivation, it was inferred to have significant relationship to teachers' efficacy in terms of persistence, enthusiasm, commitment, instructional behavior, and self-efficacy as attested further by the r -value of 0.341186, 0.300957, 0.302924, 0.319982, and 0.295094 respectively and verbally interpreted as *Low*. While internal motivation has significant relationship to students' achievement as sustained further by the r -value of 0.456518 and verbally interpreted as *Moderate*. It is inferred that building strengths has significant relationship on teachers' efficacy as confirmed further by the p -values of 0.000, 0.000, 0.000, 0.000 and 0.000 respectively that is lower than 0.05 and verbally analyzed as *Significant*.

8. Conclusion

Collective leadership has relations to teachers' efficacy, primarily on how it affects teachers' motivation and improve working conditions. Teachers tend to perform better if they get involved in school decisions. Teachers' efficacy improves when they experience collective leadership. Thus, the null hypothesis was rejected.

9. Recommendations

Based on the above findings and conclusions of this study, the following recommendations are offered:

1. The Department of Education may implement online seminars to improve teaching pedagogies and enhancement of ICT integration to the teaching- learning process that will help teachers on the conduct of online class.

2. School leaders may ask for help from the different stakeholders including General Parents-Teachers Association and School Governing Council to attain the goals of the organization. Parents will be enlightened on how to contribute meaningfully for the success of the school.

3. Encourage potential school administrators and teachers to undergo further graduate study for continuous professional growth that will help them to become effective school administrator.

4. School administrators may consider the result of this study to have a baseline data toward the development of rules and regulations regarding leadership practices that will affect teachers' efficacy to deliver quality education.

5. Future researchers are encouraged to conduct similar study in collective leadership, and may involve variables not covered by this study, such as humanity and innovation.

References:

- Abolhasanpour, F. (2016). On the Causal Contribution of Self- Efficacy and Emotional Intelligence of Teachers to the Students' Achievement . International Journal of Language Learning and Applied Linguistics World (IJLLALW). Volume 12 (2) 48-60 published last June 2016
- Abubakar, A.M., Elrehail, H., Alatailat, M.A., and Elçi, A. (2019). Knowledge management, decision-making style and organizational performance. Journal of Innovation & Knowledge, 4 (2) : 104-114,
- Agyekum, S. (2019). Teacher-Student Relationships: The Impact on High School Students. Journal of Education and Practice, 10 (4) : 121 – 132.
- Alsaedi (2022) Alsaedi, F. (2022). The Important Role of Collective Leadership in the Face of Change: Literature Review. Open Journal of Leadership, 11 (1):1-12.
- Altun, M. (2017). The Effects of Teacher Commitment on Student Achievement: A Case Study in Iraq. International Journal of Academic Research in Business and Social Sciences, 7 (11) : 417 – 426.
- Aydin, O. (2021) The Benefits Of Collective Leadership. Published august 19, 2021 from <https://www.govloop.com/community/blog/the-benefits-of-collective-leadership/>
- Awadh, M. (2018). The Effects of Collective Leadership on Student Achievement and Teacher Instruction. Open Journal of Leadership, 7 (4): 250-264 December 2018
- Balenton, R. (2015). On School Based Management. Sun.Star Pampanga published from <https://www.pressreader.com/philippines/sunstar-pampanga/20150303/281685433303618>
- Balyer, A. (2017). Trust in School Principals: Teachers' Opinions. Journal of Education and Learning, 6 (2):317
- Barni, D., Danioni, F. and Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. Frontline Psychology, 10 (29) : 2019.
- Barni, D., Russo, C., and Danioni, F. (2018). Teachers' values as predictors of classroom management styles: a relative weight analysis. Frontline Psychology, 9:19 -70.
- Berkowicz, J. and Myers, A. (2020). The Stem Shift: A Guide for School Leaders. Corwin Press : Thousand Oaks, California.
- Berry, B. (2018). Collective leadership: Leading the schools of tomorrow. Published July 9, 2018 from <https://www.teachingquality.org/collective-leadership-leading-the-schools-of-tomorrow/>
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O. and Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: a systematic evidence map. International Journal of Educational Technology in Higher Education, 17 (2) : (2020).
- Cahapay, M. B. (2022). The Phenomenon of Leading without Guidebook: Educational Leadership Practices of Philippine School Principals in Virulent COVID-19 Times. International Journal of Educational Leadership and Management. 10 (1).
- Cakir, F. S. and Adiguzel, Z. (2020). Analysis of Leader Effectiveness in Organization and Knowledge Sharing Behavior on Employees and Organization. Published March 31, 2020 SAGE Journals.
- Cook, C. R., Coco, S., Zhang, Y., Duong, M. T., Renshaw, T. L., Long, A. C., and Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore method. www.ijrp.org

- School Psychology Review, 47(3), 226-243.
- Dabke, D. (2016). Impact of leader's emotional intelligence and transformational behavior on perceived leadership effectiveness: A multiple source view. *Business Perspectives and Research*, 4(1), 27-40.
- DepEd Order No. 2 series of 2015 Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education
- Department of Education (2020). DepEd Basic Education Learning Continuity Plan in the time of COVID-19. Retrieved from <https://www.teacherph.com/download-deped-basic-educationlearning-continuity-plan-in-the-time-of-covid-19/>
- DepEd Memorandum PHROD-2021-0010 Comprehensive guidelines to all DepEd schools in the implementation of the school year 2020-2021 RPMS in the time of COVID 19.
- DeWitt, P. (2017). *School Climate : Leading With Collective Efficacy* (1st Edition). Corwin Press : Ontario Principal Council.
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of Educational Change*, 19 (6).
- Eckert, J. (2018). *Leading together: Teachers and administrators improving student outcomes*. Thousand Oaks, CA: Corwin Press.
- Emmanouil, K. (2014). The Impact of Leadership on Teachers' Effectiveness. Published May 1, 2014 from http://www.ijhssnet.com/journals/Vol_4_No_7_1_May_2014/5.pdf
- Goksoy, S. (2016). Analysis of the relationship between shared leadership and distributed leadership. *Eurasian Journal of Educational Research*, 65, 295-312
- Gray, J. A. and DiLoreto, M. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments. *NCPEA International Journal of Educational Leadership Preparation*, 11 (1) : 1-20.
- Hariri, H. and Sumintono, B. (2020). Teacher Commitment to Teaching. Published April 20, 2020 from Oxford Research Encyclopedia, <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-697>
- Harris, A. (2020). Leading a school during lockdown. My College. Retrieved from <https://my.chartered.college/2020/04/leading-a-school-duringlockdown>
- Hattie, J. (2018). The Power of Collective Efficacy- Educational Leadership, 75 (6), 40-44
- Hussen, A.A., Tegegn, S.A.W. and Teshome, T.Z. (2016). Teachers Professional Commitment towards Students Learning, their Profession and the Community in Eastern Ethiopian Secondary Schools. *Journal of Teacher Education and Educators*, 5 (3) : 289-314.
- Jacobson, M. (2021). Ways To Encourage Knowledge Sharing Within Your Organization. Published October 26, 2021 from <https://bloomfire.com/blog/how-to-encourage-knowledge-sharing-at-work/>
- Kumar, R. "Research Methodology 4th Edition" 2014. SAGE Publications Ltd. 1 Oliver's Yard. 55 City Road. London EC1Y 1SP
- Kruse, S. D., Hackmann, D. G., and Lindle, J. C. (2020). Academic Leadership During a Pandemic: Department Heads Leading with a Focus on Equity. *Frontiers in Education*, 5 : 614641.
- Landry, L. (2019). 8 Essential Leadership Communication Skills. Published November 14, 2019 from Harvard Business School Online, <https://online.hbs.edu/blog/post/leadership-communication#:~:text=effective%20leaders%20know%20when%20they,to%20elaborate%2c%20and%20take%20notes.>
- Lee, K. (2015) The Influence of Collective Instructional Leadership on Teacher Efficacy. *Theses and Dissertations, Educational Leadership Studies*, 12.
- Ma, J., Han, X., Yang, J., & Cheng, J. (2015). Examining the necessary condition for engagement in an online learning environment based on learning analytics approach: The role of the instructor. *The Internet and Higher Education*, 24 : 26-34.
- Meador (2019). Meador, D. (2019). Classroom strategies for improving behavior management. ThoughtCo. Retrieved from <https://www.thoughtco.com/classroom-strategies-for-improving-behavior-management-3194622> published May 13, 2019.
- Meyerhoff, A. (2022). The Importance of Communication Between Our Teachers and the Parents. Published January 31, 2022 from <https://www.owis.org/blog/the-importance-of-communication-between-our-teachers-and-the-parents>
- Muchena, K. and Moalis, W. (2019). Teacher Efficacy and Classroom Management in Africa: A meta-analysis. Retrieved from https://www.researchgate.net/publication/333603566_Teacher_Efficacy#fullTextFileContent published www.ijrp.org

June 2019.

- Ni, Y., Yan, R., Pounder, D. (2017). Collective Leadership: Principals' Decision Influence and the Supportive or Inhibiting Decision Influence of Other Stakeholders. *Educational Administration Quarterly*.
- O'Neill, C. and Brinkerhoff, M. (2019). Five Elements of Collective Leadership. Published February 1, 2018 from <https://nonprofitquarterly.org/five-elements-collective-leadership/>
- Pasia, A. I. (2019). Educational Leadership Strategies To Facilitate A School Transition Into The Philippine K To 12 Basic Education Curriculum. *international Journal of Education and Research*, 7 (7) : 85.
- Perez, D. and Lumaad, R. (2021). Educational Leadership And Management Styles Of Public Elementary School Heads And Level Of School-Based Management Of Selected Schools In Palawan, Philippines. *European Journal of Humanities and Educational Advancements (EJHEA)*, 2 (1) : 35 – 49.
- Reddington, R. (2022). How leadership trust guides high-performing teams. Published February 22, 2022 from <https://www.betterup.com/blog/leadership-trust>
- Republic Act 9155, s. 2001. Governance of Basic Education Act of 2001
- Rezaian and Abdollahzadeh (2020). Rezaeian, S. and Abdollahzadeh, E. (2020). Teacher efficacy and its correlates in the EFL context of Iran: The role of age, experience, and gender. *International Online Journal of Education and Teaching (IOJET)*, 7(4). 1533-1548.
- Saputra, H. A. (2020). Principal Leadership for School-Based Management. *Social Science Research Network e-Journals*, Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3635107 Posted June 26, 2020.
- Schawbel (2018). Schawbel, D. (2018). 3 Ways Leaders Can Create a Shared Learning Culture. Retrieved from <https://www.td.org/insights/3-ways-leaders-can-create-a-shared-learning-culture> published last February 6, 2018.
- Serin (2017). Serin, H. (2017). The Role of Passion in Learning and Teaching. *International Journal of Social Sciences and Educational Studies* 4(1):60-64.
- Sivalingam, S., Kadir, S. A. and Asimiran, S. (2017). Collective Leadership among Secondary School Teachers. *International Journal of Academic Research in Business and Social Sciences*, 7 : Special Issue - 4th International Conference on Educational Research and Practice 2017
- Vivas, J. (2015). Group Dynamics and Effective Leadership Styles in in Modern Organisation. Published July 2015 from <https://www.deped.gov.ph/group-dynamics-and-effective-leadership-styles-in-modern-organisation/>
- Wardlow, L. (2020). The Positive Results of Parent Communication Teaching in a Digital Age. *Insights for Innovation*. Pearson UK.
- Wilson, R. (2018). Why Do We Need Collective Leadership?. Retrieved from <https://growingorganisations.com/collective-leadership-what-why-how/> published last August 23, 2018.
- Yildiz, Y. and Celik, B. (2017). Commitment to the Teaching Profession. *International Journal of Social Sciences and Educational Studies* 4 (2) : 93-97.
- (2021). Collective Leadership. Retrieved from <https://wagner.nyu.edu/leadership/theory/collective>
- (2021). Decision Making. Retrieved from <https://www.thecompleteleader.org/competencies/decision-making>
- (2021). Six Elements of Collective Leadership. Retrieved from <https://www.sos.mo.gov/CMSImages/LibraryDevelopment/CE17SixElementsofCollectiveLeadership.pdf>
- (2021). Pearson R. Correlation. Retrieved from <http://www.statstutor.ac.uk/resources/uploaded/pearsons.pdf>