"A Structural Equation Model on Interpersonal Trust in the Context of School Climate, Collaborative Behavior and Leadership Practices of School Heads"

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Abstract

The study determined the best fit model for interpersonal trust in relation to school climate school climate, collaborative behavior and leadership practices of school heads. The data were collected from four hundred (400) teachers using a set of standardized survey questionnaires. This study used a descriptive quantitative research design and structural equation model analysis. The statistical tools employed in analyzing the data were the mean, Pearson-r, and structural equation model (SEM). Results of the study revealed the following: the level of school climate was very high; the level of collaborative behavior was high; the level of leadership practices of school heads was very high; and the level of interpersonal trust for teachers was very high. Moreover, a significant relationship was established between the exogenous and endogenous variables. In addition, school climate, collaborative behavior, leadership practices of school heads significantly influence interpersonal trust. Of the three models, Model 3 best fits leadership practices of school heads. The model successfully passed all the conventions of a reasonable fit; hence, it is deemed the most parsimonious model.

Keywords: *quality education, educational management, school climate, collaborative behavior, leadership practices of school heads, interpersonal trust, structural equation mode, Philippines l*

Interpersonal trust is crucial for a positive work environment among public school teachers. It promotes cooperation, reduces stress, and ensures the school runs smoothly. Violations can impact teacher morale, performance, and student results. Ineffective communication, sudden changes to school policies, and lack of peer and leadership support can lead to a loss of interpersonal trust.

Treating others fairly is also essential for interpersonal trust. Inconsistent leadership behaviors, such as favoritism, acting alone, or unfair dispute arbitration, can also harm teachers interpersonal trust. Teachers expect open, encouraging, and just leaders, but if these standards are not met, trust erodes, leading to disengagement and depression.

The importance in conducting research on interpersonal trust of a teachers it can develop an environment in the classroom that is both good and effective that teachers have interpersonal trust. Teachers' professional life are impacted by interpersonal trust in a number of ways, including their willingness to work together, general job happiness, and dedication to school objectives.

In addition, teachers are free from fear of criticism or undermining can share ideas, resources, and duties with others. Teachers are more likely to collaborate well when there is interpersonal trust between them, which improves student outcomes. Chen, (2020) conducted studies that highlight the positive effects of trust on collaborative behavior, which is crucial for preserving a positive and dynamic learning environment.

Moreover, teachers tend to stay in schools with high interpersonal trust levels longer. Teachers are more likely to remain in their jobs for longer when they have trusted relationships in place because they feel loyal and like they belong. According to Han (2022), teachers are more likely to stick with the school and its learners if they feel respected and trusted.

Furthermore, developing a positive school climate requires a trusting relationship between educators and administrators. Interpersonal Trust is fostered by leadership behaviors that support openness, justice, and inclusivity, which makes teaching staff members more motivated and cohesive.

Distributed leadership, in which educators participate in decision-making, enhances trust and elevates the general school climate, according to Weinstein, (2020) Teachers are more attentive, involved, and productive in their teaching when they have faith in their leaders and in each other. This has a direct positive impact on the learners. Studies show that schools with high levels of interpersonal trust typically have higher student results because their teachers collaborate more effectively.

The contribution of this research study was already conducted by Chen,(2020), the influence of interpersonal trust and distributed leadership on teacher

work engagement was the main topic of this study. It was discovered that interpersonal trust is an important mediator in encouraging cooperative conduct and lowering teacher burnout. In addition, Han (2022) found that high levels of interpersonal trust promote teacher engagement, work happiness, and commitment. Han studied teacher stressors and their linkages to trust and efficacy.

Moreover, the study conducted by Hakanen, (2021) emphasized the connection between work engagement, burnout, and trust in educational settings. It highlighted how interpersonal trust supports a positive school climate and acts as a buffer against job stress. Elmore (2020) highlighted the significance of interpersonal trust in fostering a positive school atmosphere in his work on school leadership. He maintained that distributed leadership strategies, in which educators are given the freedom to make choices, improve a school's overall sense of trust.

According to Luo et al. (2020), building interpersonal trust is essential to creating a welcoming and inclusive educational environment. Their study demonstrates how an atmosphere of interpersonal trust between educators, administrators, and students fosters cooperation and candid communication. According to Leithwood , (2021), schools with high levels of trust typically have a more positive atmosphere that is marked by respect for one another, common objectives, and a sense of group accountability. Better student outcomes and teacher engagement are a result of this favorable environment.

Skaalvik, (2021) investigated the relationship between colleague interpersonal trust and teacher collaboration. According to their research, teachers are more inclined to work together, exchange ideas, and offer support to one another in schools where there is a high level of interpersonal trust. This, in turn, fosters a positive school climate.

Bryk, (2022) underlined how crucial interpersonal trust is to fostering a collaborative learning environment in schools. According to their research, schools with

a high degree of professional collaboration among teachers and administrators also have better school climates. Building interpersonal trust in schools is largely influenced by leadership behaviors.

According to Tschannen-Moran's, (2021), principals who engage in distributed leadership and promote open communication have a major impact on the growth of staff interpersonal trust. An inclusive and positive school climate where teachers feel valued and empowered is the result of this leadership approach.

According to Halbesleben (2020), unjust or inconsistent leadership behaviors might damage the school climate and undermine confidence. Poor leadership in schools can lead to problems like teacher disengagement and burnout, which negatively affects staff and learners.

The research gaps on interpersonal trust among teachers in public schools draw attention to the areas that remain unexplored, including context-specific studies, the impact of legislative changes, the digital transformation of collaboration, and the function of diverse leadership in fostering interpersonal trust. The necessity for equitable leadership, crisis recovery, and teacher retention are just a few of the persistent issues in public education that make this research urgent. A distinctive and significant addition to the subject would be made by filling in these gaps with relevant, context-specific research.

Studying interpersonal trust in public schools in the Davao Region is important and urgent because it can help with a number of issues, including resolving particular regional issues, promoting collaborative behavior, establishing a better school atmosphere, and strengthening the leadership skills of school administrators.

The successful implementation of educational changes, the retention of teachers, and the alignment of local school environments with national quality education goals all depend on this research. The study may immediately improve Davao Region public quality education system and advance knowledge of

interpersonal trust-building in the Philippine educational context by offering context-specific insights.

The study determined the best fit model on Interpersonal Trust as influenced by School Climate, Collaborative Behavior, and Leadership Practices of School Heads of public schools in Regio XI. This study aimed to determine the best fit structural equation model on Interpersonal Trust in the Context of School Climate, Collaborative Behavior and Leadership Practices of School Heads. Specifically, this study aimed: To describe the level of interpersonal trust in terms of: Trustworthy Behaviors; Organizational Factors; Relational Factors; Individual Factors.

To describe the level of school climate in terms of: Principal Supportiveness, Accessibility, and Competence; Colleague Collegiality; Prosocial Development Practices; Student Behavior; Teacher Efficacy; Enjoyment of Teaching; Parent Involvement.

To describe the level of Collaborative Behavior of teachers in terms of Intrinsic motivation; Extrinsic motivation; Networking; Attitude towards knowledge sharing; Organizational support; Subjective Norm, Trust, Knowledge share intention, Internal collaborative behavior and External collaborative behavior. Lastly, to describe the level of leadership practices of school heads in terms of: Development of shared school vision; Promotion of collaborative school culture; Distribution of leadership responsibilities; Involvement and consultation with staff; Promotion of interpersonal relationships; Instructional and mentoring support; Professional development and Parents and community involvement.

To determine the significant relationship between: School Climate and Interpersonal Trust, Collaborative Behavior and Interpersonal Trust and Leadership Practices of School Heads and Interpersonal Trust. To determine the domain significantly influence school climate, collaborative behavior and leadership practices of

school heads on interpersonal trust of public-school teachers. To find out the best fit model to interpersonal trust.

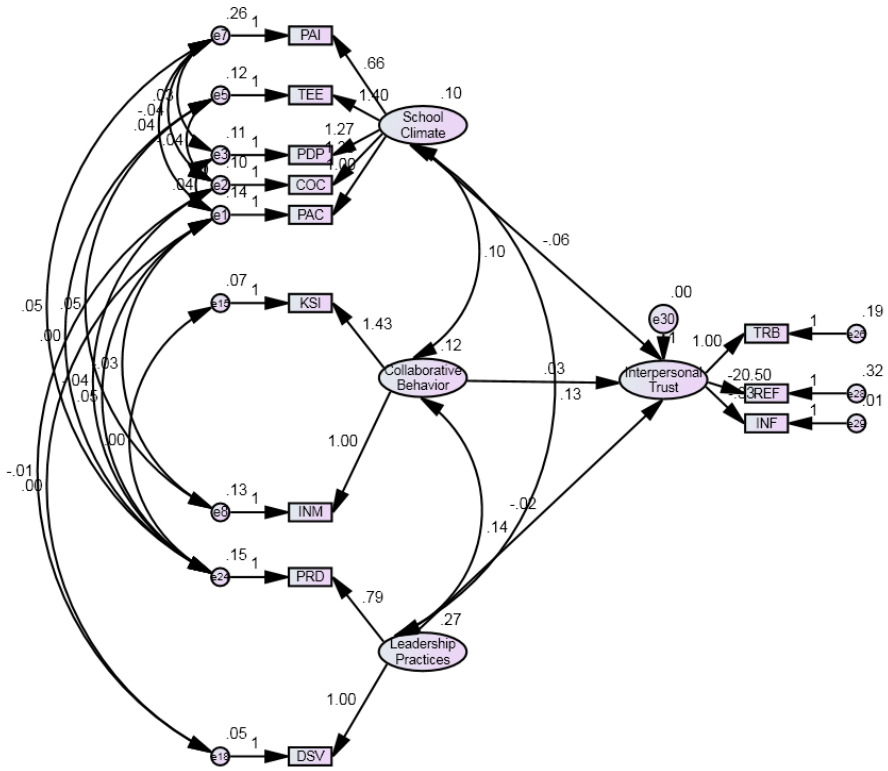

Figure 1- Hypothesized Conceptual Model

Legend

SCH_CLI school climate
PAC principal supportiveness, accessibility, and competence

COC colleague collegiality

PDP prosocial development practices

STB student behavior

TEE teacher efficacy

EOT enjoyment of teaching

PAI parent involvement

COL_BEH Collaborative Behavior

INM intrinsic motivation

EXM extrinsic motivation

NET networking

AKS attitude towards knowledge sharing

ORST organizational support

SUN subjective Norm

TRU trust

KSI knowledge share intention

ICB internal collaborative behavior

ECB external collaborative behavior

LPSH **Leadership Practices of School Heads**

DSV development of shared school vision

PCC promotion of collaborative school culture

DLR distribution of leadership responsibilities

ICS involvement and consultation with staff

PIR promotion of interpersonal relationships

IMS instructional and mentoring support

PRD professional development and

PCI parents and community involvement

INT_TRU Interpersonal Trust

TRB trustworthy behaviors

ORF organizational factors

REF relational factors

INF individual factors

As perceived by public school teachers in Davao Region, the level of school climate is very high and is also evident on its indicators such as, principal supportiveness, accessibility, and competence; colleague collegiality; prosocial development practices; student behavior obtained high; teacher efficacy; enjoyment of teaching and parent involvement with the descriptive level of high. The level of collaborative behavior is high where its indicators like intrinsic motivation, extrinsic motivation, networking, attitude towards sharing, knowledge share intention and external collaborative behavior obtained very high rating while organizational support, subjective norm, trust and internal collaborative behavior obtained high.

The level of leadership practices of school heads is very high and also evident on its indicator's development of shared school vision, promotion of collaborative school culture, distribution of leadership responsibilities, involvement and consultation with staff, promotion and interpersonal relationships, instructional and mentoring support, professional development and parents and community involvement obtained very high rating.

The researcher proposes the recommendations for the teachers in the public sector to continue to strengthen the level of school climate, collaborative behavior, leadership practices of school heads, and interpersonal trust by revisiting policies centered on these variables. This may result in a better school, teacher, and students' outcomes.

The test of correlation showed that there is significant relationship between school climate, collaborative behavior, leadership practices of school heads, and interpersonal trust of public teachers. Furthermore, school climate, collaborative behavior and leadership practices of school heads are significant predictors of interpersonal trust.

In identifying the best fit model, the use of structural equation model strengthened the reliability and thoroughness of this research because the analysis goes through the steps of model specification, model estimation and model evaluation. With the three (3) generated models, Model 3 best fits work design of teachers. It is the most parsimonious model as it successfully passed all convention of a reasonable fit.

The foundation of this study is the Cultural-Historical Activity Theory (CHAT) Postholm, (2020) highlights how cooperative community activities foster the development of interpersonal trust. When educators participate in cooperative learning, group problem-solving, and introspective discussion, they foster interpersonal trust.

According to this idea, interpersonal trust is a dynamic and ever-changing process that is influenced by cultural, historical, and social settings. fostering trust in cooperative professional development initiatives among educators. According to the study, when educators worked together to enhance teaching methods, interpersonal trust increased.

Megan Tschannen-Moran, (2021) "Tschannen-Moran's Five Facets of Trust Theory. Tschannen-Moran's Five Facets of Trust is a highly prominent framework for comprehending interpersonal trust in educational environments. It highlights five fundamental components that constitute trust, namely: competence, openness, honesty, reliability, and benevolence.

According to this approach, connections between teachers and leaders that demonstrate these five characteristics foster trust in schools. Empirical studies a lot of research has been done on how interpersonal trust affects teacher collaboration and school atmosphere using Tschannen-Moran's paradigm. She discovered in a 2021 study that schools with higher interpersonal trust had more positive teacher-student interactions, stronger collaborative cultures, and better communication.

Relational trust theory developed by Bryk and Schneider, Cited by Bilal, M. (2022). This theory emphasizes the value of social interactions among teachers. The

foundation of relational trust is comprised of four fundamental elements: honesty, competence, personal regard, and respect.

According to their hypothesis, favorable interactions between teachers, school administrators, and other staff members foster the gradual development of interpersonal trust. Empirical Studies: In 2022, Bryk and Schneider conducted a research to examine how relational trust affects student outcomes and school performance in different educational environments. Particularly in public schools, they discovered that schools with high levels of relational trust had more integrated work cultures and more accomplished students.

The importance of school climate in launching and sustaining educational achievement has led to a great deal of research on it over the past few decades (Cohen, 2019). Numerous studies have demonstrated the connection between academic and social results and the school climate. According to Blum (2022), the goals are to lower student dropout rates, promote psychological health and well-being in the classroom, and prevent the emergence of risky behaviors.

For educators, school climate encompasses not only their work environment but also the outcome of the professional relationship between teachers and principals, as well as an indicator of the organization's overall health (Hoy, 2020).

According to early research, a high-quality school climate is defined by teachers as a combination of shared norms and expectations, teachers' empowerment, and the psychosocial environment in which they work and teach (Fisher, 2020). A school climate framework with four major dimensions—safety, relationships, teaching and learning, and external environment—each with two or three sub-dimensions has been established by the National School Climate Council of the National School Climate Center. It emphasizes how crucial it is to evaluate the school climate from the teachers' point of view (Ding, 2021).

Cooperation is the readiness to work together to find answers and achieve

goals larger than the narrow perspectives of each concerned party acting alone (Kim, 2018). According to Grays, cooperation is founded on the truism that "two heads are better than one" and that divergent perspectives on current problems may frequently be the source of enormous creative potential. According to Gray (2019), organizations need to be able to collaborate effectively.

Furthermore, people don't work, study, or transfer knowledge in a vacuum attitude can be defined as an ingrained inclination to react consistently positively or negatively towards a certain thing. Organizational support is one of the important concepts in management literature, and its absence is one of the primary obstacles to knowledge-sharing projects. Kakhki,(2020)

Research has been conducted nationwide on the significance of school leadership in improving student achievement and effectiveness, according to West (2020). Strong leadership has been noted by several experts as one of the key components of successful and productive schools.

Hopkins (2021) posited that effective leadership has a good impact on both teaching and learning. Similarly, (Caldwell,2023) showed how important a strategic and empowering role the head teacher played in connecting the structural aspects of change to the teaching and learning process as well as the outcomes of the students.

Furthermore, successful and productive schools are linked to the excellent leadership of the head teachers. It is necessary to determine the head teachers' successful and effective leadership techniques in various contexts. In Bush (2020), a school leadership study strongly emphasized the individual's actions.

According to Leitwood (2021), educational reforms such as career ladders for teachers, mentor teacher programs, and site-based management have increased, and the research focus on school leadership has shifted. Scholars are now examining not only the leadership practices of school heads but also the leadership exhibited by other stakeholders in the school community.

The willingness of a party to be vulnerable" defines interpersonal trust. According to studies, benevolence and competence are two aspects of trust that encourage knowledge generation and sharing in informal networks. People may base how transparent they are about their ignorance on how kind a particular colleague is (Mayer, 2021).

People also need to have faith that the individual they are turning to is knowledgeable enough to provide answers. When someone is trusted based on competence, one can be sure they are knowledgeable about the subject and worthy of being heard and studied.

Furthermore, studies indicate that trust reduces the cost of knowledge transfers, enhances the possibility that information received from colleagues will be fully comprehended and assimilated, and increases the likelihood that knowledge will be used. However, practitioners have received little guidance on how to foster interpersonal trust at points in networks where knowledge creation and sharing are crucial, aside from advocating for increased face-to-face communication or providing employees with more time and space—both of which are challenging to provide in the current economy (Baker, 2020).

Literature and community values will be greatly impacted by the research study on interpersonal trust among teachers, especially in light of school atmosphere, collaborative behavior, and head teachers' leadership styles. Here are the main findings: by including interpersonal trust as an essential factor influencing cooperative behaviors and overall school success, this study can enhance the ideas already in place on school climate. It offers empirical evidence that emphasizes the connection between trust and important elements including teacher collaboration and leadership styles, as well as the subsequent effect on student results.

The study promotes interdisciplinary dialogue and comprehensive approaches to educational leadership and school management by looking at trust from

psychological, sociological, and educational angles. Gaining an understanding of the mechanics of interpersonal trust can contribute to the development of a positive school climate, which in turn helps the entire school community by fostering healthier connections between instructors and students as well as among educators.

Collaboration among educators is facilitated by trust, and this can lead to creative teaching methods and collaborative professional growth that can improve students' educational outcomes. Schools that encourage cooperation and trust will draw parents and other community members in, giving them a sense of pride in and commitment to their children's academic achievement.

Teachers are the direct beneficiaries of increased interpersonal trust because it fosters a supportive work environment that lowers stress and raises job satisfaction, all of which contribute to higher retention rates among educators. Students' social, emotional, and intellectual growth is directly benefited by a positive school climate that is fostered via trust and collaboration, which improves learning results. School Leaders by using successful leadership techniques that cultivate a collaborative culture and establish trust, school heads can be enabled by the research's insights.

Likewise, the research study help guide future investigations into trust, leadership, and school climate—particularly in settings with a variety of cultural backgrounds. To gain a better grasp of how these dynamics change over time, future researchers may investigate the long-term impacts of interpersonal trust on school atmosphere and academic outcomes.

By providing a foundation for research across many educational systems and cultural contexts, the results may enhance the international conversation about trust and educational leadership. The research on interpersonal trust among teachers holds great academic significance due to its potetial to have a positive impact on schools, communities, and future studies.

Methods

This section describes the research method and procedures used in this study, including the research design, subject, instrument, data collection, statistical treatment, ethical considerations, and other information and data treatment sources.

Research Respondents

The respondents of this study were 400 public school teachers in Region XI. The study was conducted in the public schools in Region XI, Philippines, in School Year 2023-2024, namely: Davao City, Tagum City, Davao del Sur, Davao De Oro, Davao del Norte, Panabo City, Digos City, Mati City, Island Garden City of Samal and Davao Oriental. To determine the 400 respondents appropriate for Structural Equation Modeling, the rule of thumb will follow (Bentler,2010) that the researcher used the correct sample per strata in quota sampling, which is 10 (Changing Minds,2012).

As shown below, the 10 divisions in Region XI are the subject of the study, with a total number of 400 respondents. Davao City has the highest number of respondents, 200, with 50%. Tagum City has 40 respondents, or 10%. Davao del Sur and Davao de Oro have the same number of respondents, each with 8%. Davao del Norte, Panabo City, Digos City, and Mati City also have the same number of respondents, with 20 each with 5%. The Island Garden City of Samal and Davao Oriental also have the lowest number of respondents, with 10 each at 2%. Four hundred (400) teaching forces of selected public schools are involved in the study, and each of them will evaluate themselves, resulting in 400 samples.

The researcher chooses responders scientifically. The researcher listed all schools in the region. Stratified sampling was used in selecting the respondents.The researcher chooses responders scientifically. The researcher listed all schools in the region. Stratified sampling was used in selecting the respondents. In a stratified sample, researchers divide a population into homogeneous subpopulations called *strata* (the

plural of *stratum)* based on specific characteristics . Every member of the population studied should be in exactly one stratum.

Stratified sampling when a population's characteristics are diverse and they want to ensure that every characteristic is properly represented in the sample. This helps with the generalizability and validity of the study, as well as avoiding research biases like under coverage bias. Thomas, (2022)

The inclusion criteria of my research were the following: the respondents are public school teachers; respondents were single, married, or widowed; male or female; and of any age. This analysis excluded teachers who rendered services below five years in teaching in public schools. Since the study participation is voluntary, the researcher informs the respondents that they can withdraw from a research project at any moment without penalty or loss of rewards (per general requirements for informed consent.

Materials and Instrument

Four instruments were used in this study, each of which was adapted to ensure the achievement of study objectives. In collecting the primary data, the survey questionnaires were divided into four sections: interpersonal trust, school climate, collaborative behavior and leadership practices of school heads.

The Instrument was validated by five professional experts to make it more applicable and credible, and obtained an acceptable rating of 4.49, which is described as excellent. Pilot testing was carried out after validation. Cronbach alpha was used to test the survey's validity. The closer the Cronbach alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items, according to Gliem (2003).

The first questionnaire measured the interpersonal trust adapted from (Abrams, L. Cross R., Lesser E., Levin D. 2003) "Nurturing interpersonal trust in knowledge-sharing networks" measured by the following: trustworthy behaviors, organizational factors, relational factors and individual factors. The Cronbach's Alpha result was .931 and Cronbach's Alpha Based on Standardized Items was .940.

The second questionnaire measured school climate adopted from Canadian Journal of School Psychology 2014 “A Psychometric Evaluation of a Revised School Climate Teacher Survey” measured principal supportiveness, accessibility and competence; colleague collegiality; prosocial development practices; student behavior; teacher efficacy; enjoyment of teaching and parent involvement. The Cronbach's Alpha result was. .926 and the Cronbach's Alpha Based on Standardized Items was .926.

The third questionnaire was adopted from: Knowledge- Sharing and collaborative behavior: An Empirical study on Portuguese higher education institutions (Chedid, M, Caldeira, A., Alvelos, H. Teixeira, L 2019). The instrument measured collaborative efforts in nine domains: Intrinsic behavior, extrinsic, networking, attitude towards knowledge sharing, Organizational Support, Subjective Norm, Trust, Knowledge Share Intention, Internal Collaborative Behavior and External Collaborative Behavior. The Cronbach's Alpha result was .781 and the Cronbach's Alpha Based on Standardized Items was .926.

The fourth questionnaire measured leadership practices of school heads adopted from Successful leadership practices of head teachers for the school improvement” (Salfi, N. 2010). The instrument measured nine domains: development of shared school vision, promotion of collaborative school culture, distribution of leadership responsibilities and consultation with staff, promotion of interpersonal relationship, instructional and mentoring support, professional development, and parents and community involvement.

The scales used to interpret the responses of the participants on interpersonal trust, school climate, collaborative behavior and leadership practices of school heads are as follows: 4.20- 5.00 is described as very high, and interpreted as always manifested; 3.40-4.19, which is high, and interpreted as sometimes manifested; 2.60-3.39, which is moderate, and interpreted as observed occasionally, 1.80-2.39, which is low, and interpreted as rare occasions; and, 1.00-1.79, which is very low, and

interpreted as never manifested. The Cronbach's Alpha result was .880 and and the Cronbach's Alpha Based on Standardized Items was .961.

Design and Procedure

Research Design

The research design is quantitative non- experimental using correlational and structural equation model approach. This quantitative method summarizes data, describes correlations between variables, supports conclusions, and draws inferences from samples about the population using statistical analysis. (McNabb,2020).

According to Creswell (2024), descriptive research is used to study contemporary events. The population or phenomenon is described using data. The descriptive research approach was suited for this study since it will explain the level of interpersonal trust in school climate, collaborative behavior, and leadership practices of school heads in Region XI public schools.

This study employs the correlational. According to Creswell (2024), the correctional design lets researchers anticipate and explain how two variables link. In correlational research designs approach, the statistical correlation test examines how strongly two or more variables are connected.

By discovering one or more predictor variables and criterion (outcome) variables, the prediction type of correctional design predicts an outcome or a criterion. This study examines how school climate, collaborative behavior, and leadership practices of school heads affect the interpersonal trust of public-school teachers in Region XI. Structural equation modeling is utilized to identify faculty trust using the correlational research design prediction type.

Also, the researcher employs the structural equation model to allow intricate interactions between independent factors and dependent variables. It is the statistical analysis of many variables (exogenous and endogenous). Bag (2020) clearly said that it aims to explain varied relationships.

Like multiple regression equations, this approach explores the structure of the interrelationships in a sequence of equations. The equation links between analytical constructs. Construct are hidden variables. It tests. Whether the evidence supports a theoretical model is frequently a set of interactions between components. The structural Equation Model confirms rather than explores. (Salkind,2020).

Data collection using several methods. The University of Mindanao Ethic Review Committee obtained consent to conduct the study as the first step in the procedure. After the suggested outline was approved, five experts validated the questionnaire. Following the outline defense and questionnaire validation, the manuscript undergone changes following the comments and recommendations of the panel.

The corrected manuscript and any necessary attachments, such as the UMERC forms and validated questionnaires, delivered to the University of Mindanao Ethics Research Committee (UMERC). Following the comments and suggestions offered during the initial review, the document was submitted to UMERC. The researcher wrote a letter to Regional Director Allan G. Farnazo and ten (10) Schools Division Superintendent and School Heads requested the approval and consent to conduct the research study. After obtaining the approval, the researcher communicates with the school heads of the schools being conducted and requested for the data gathering without disruption of classes. The researcher gave enough time to facilitate the instructions in answering the questionnaires. In addition, the questionnaires underwent pilot testing to ascertain the participants' grasp of the questions and the length of time it took them to respond.

Furthermore, before administering the survey questionnaires, the researcher gave a short orientation to the participants. During the orientation process, the researcher explained the informed consent forms. The participants signed and gave instructions in answering the tool, the purpose of the study, the confidentiality of the responses, the privacy of one's name was safeguarded by allowing the use of

pseudonyms, and withdrawing involvement time was discussed.

The researcher distributed and retrieved the questionnaires to account for the study's extensive geographic scope. Then, the data collection was administered, and the progressive data was retrieved, collected, and tabulated.

All data collection for the study was safeguarded to maintain confidentiality, especially when the data transferred from one location to another. The information kept apart from any further personal evidence for the investigation. The researcher tallied and saved the survey data in an Excel file and then sent it to the statistician for statistical analysis.

The following statistical tools used to compute data and test the hypotheses at an alpha 0.05 significance level. The Mean determined the level of interpersonal trust, school climate, collaborative behavior, and leadership practices of school heads in public schools in Region XI.

The correlation was employed to describe the relationship between interpersonal trust, school climate, collaborative behavior, and leadership practices of the school heads; multiple regression was used to identify important determinants of interpersonal trust and structural equation modeling to evaluate the three hypothesized models and choose the best-fit model.

The Pearson (r) determined the interrelationship between interpersonal trust, school climate, collaborative behavior, and leadership of school heads. Multiple Regression Analysis determined the significant influence of interpersonal trust, school climate, networking behavior, and leadership of the school heads. The Structural Equation Modeling (SEM) used to explore the best-fit model. Factor analysis was carried out to test the latent variables.

Ethical standards regarding the rights of the informants are highly considered in this study. The content of this research study undergone review by the UM Research Ethics Committee to ensure that the content serves as an opportunity to involve the teachers in the duration of the conduct. The researcher asked the

participants for permission to purposively select teachers from public schools in Region XI through written consent.

The participants in this study were considered vulnerable, for they can be emotionally affected by the statements written on the questionnaires. To refrain from risk and increase the benefits and safety, the researcher applied the dominant concern of this study as reflected in the respect for privacy and confidentiality rights and the minimization of risk. Concerning the participant's right to privacy, the researcher secured all records and not allowed the release of any information that could expose the specific identity of the participants.

RESULTS AND DISCUSSION

This section presents the data collected and the analysis made. Discussion were also to make sense of the information presented.

SCHOOL CLIMATE

Presented in Table 1, the level of school climate is measured by principal supportiveness, accessibility and competence, colleague collegiality, prosocial development practices, student behavior, teacher efficacy, enjoyment of teaching, and parent involvement. An overall mean of 4.24 (SD of 0. 37) was obtained, which is very high. This means that the level of school climate is manifested/evident all the time.

The very high descriptive levels on every indicator of school climate showed that public schools in Region XI showed high regard for principal supportiveness, accessibility, competence, colleague collegiality, prosocial development practices, student behavior, teacher efficacy, enjoyment of teaching.

The results imply that public elementary school teachers in Region XI supportiveness, accessibility, competence, colleague collegiality, prosocial development practices, student behavior, teacher efficacy, and enjoyment of teaching manifested these practices all the time.

This is coherent with the findings of McCarthy, (2020) for teachers, school, climate means not only their working environment but also a product of the

professional teacher-principal relationship.

However, other factors influence school climate. Shared values, goals, and beliefs produced from open communication between teachers and administrators can help promote a positive school climate Edgerson, (2020).

Table 1 *Level of School Climate*

Indicators	SD	Mean	Descriptive Level
Principal Supportiveness, Accessibility, and Competence	0.49	4.33	Very High
Colleague Collegiality	0.54	4.32	Very High
Prosocial Development Practices	0.52	4.43	Very High
Student Behavior	0.46	3.79	High
Teacher Efficacy	0.57	4.31	Very High
Enjoyment of Teaching	0.44	4.37	Very High
Parent Involvement	0.56	4.15	High
Overall	**0.37**	**4.24**	**Very High**

Collaborative Behavior

Shown in Table 2 is the level of collaborative behavior in public schools' region XI in terms of intrinsic motivation, extrinsic motivation, networking, attitude towards knowledge sharing, organizational support, subjective norm, trust, knowledge share intention, internal collaborative behavior, and external collaborative behavior. The descriptive level obtained overall mean at 4.19 signifies a high level. This indicates that collaborative behavior in public elementary schools is always manifested or evident.

Table 2 *Level of Collaborative Behavior*

Indicators	SD	Mean	Descriptive Level

Intrinsic Motivation	0.49	4.44	Very High
Extrinsic Motivation	0.54	4.25	Very High
Networking	0.57	4.23	Very High
Attitude towards Knowledge Sharing	0.54	4.26	Very High
Organizational Support	0.53	4.08	High
Subjective Norm	0.57	4.14	High
Trust	0.59	4.11	High
Knowledge Share Intention	0.55	4.23	Very High
Internal Collaborative Behavior	0.65	3.96	High
External Collaborative Behavior	0.59	4.22	Very High
Overall	**0.46**	**4.19**	**High**

The very high level of implementation of the indicators in collaborative behavior manifested among public schools in Region XI in terms of intrinsic motivation, extrinsic motivation, networking, attitude towards knowledge sharing, organizational support, share intention, internal collaborative behavior and external collaborative imply that the schools established their collaborative

behavior. The study identified that knowledge-sharing intention has a positive influence on collaborative behavior.

The very high level of practice in collaborative behavior aligns with the findings of Cruse (2021), who stated that intrinsic motivation behavior is based on the individuals' need to be competent and autonomous. Aside from this factor, the very high-level result on the indicator of intrinsic motivation strengthens the assertion of Eger (2020), who believe that intrinsic motivation will occur only for activities that hold

intrinsic interest for an individual. In, in other words, activities performed out of interest and to satisfy individuals' need for competence (self-efficacy) and (autonomy) self-determining.

Leadership Practices of School Heads

Presented in Table 3 is the level of Leadership practices of school heads in public schools in terms of the development of shared school vision, promotion of collaborative school culture, distribution of leadership responsibilities, involvement and consultation with staff, promotion of interpersonal relationships, instructional and mentoring support, professional development and parents and community involvement.

The level of leadership practices of school heads in public schools in Region XI attained an overall mean of 4.27, which is described as very high. This means that the level of leadership practices of school heads in public schools in Region XI is always manifested or evident. The two indicators recorded very high mean scores.

Table 3 ***Level of Leadership Practices of School Heads***

Indicators	SD	Mean	Descriptive Level
Development of Shared School Vision	0.57	4.32	Very High

Promotion of Collaborative School Culture	0.53	4.29	Very High
Distribution of Leadership Responsibilities	0.40	4.21	Very High
Involvement and Consultation with Staff	0.59	4.24	Very High
Promotion of Interpersonal Relationships	0.64	4.29	Very High
Instructional and Mentoring Support	0.62	4.27	Very High
Professional Development	0.57	4.26	Very High
Parents and Community Involvement	0.56	4.30	Very High
Overall	**0.49**	**4.27**	**Very High**

. The study's findings revealed that successful school heads empowered teachers and gave responsibilities to others to move the school forward. Another important aspect of the leadership practices of school heads was the establishment of relationships among different personnel of the school community.

It was found that the school heads built positive and trusting relationships with staff and community, cared for the well-being and development of students and staff members, and maintained good relationships among different personnel in the school community.

This result is consistent with the findings of Mulford's (2019) successful leadership practices, which found that the leaders of successful schools promoted a culture of collegiality, collaboration, support, and trust and that this culture is firmly rooted in their democratic and social justice values and beliefs.

Moreover, school heads should involve parents, the local community, and others who may be able to help the school in the process of school improvement. Research shows that parent-school partnerships improve schools, strengthen families, build community support, and increase students' achievement and success Epstein (1995).

In addition, the findings of Harris (2004) also found that where the teachers work collectively, teachers' expectations, morale, and confidence are significantly enhanced, and a higher degree of satisfaction is expressed among teachers for their work.

Interpersonal Trust

Displayed in Table 4 is the level of interpersonal trust of teachers in public schools, which is measured in terms of trustworthy behavior, organizational factors, relational factors, and individual factors. It obtained an overall mean of 4.20, which indicates that the interpersonal trust of teachers manifested or is evident all the time.

Table 4 Level of Interpersonal Trust of Teachers in Public Schools

Indicators	**SD**	**Mean**	**Descriptive Level**
Trustworthy Behaviors	0.43	4.27	Very High
Organizational Factors	0.55	4.26	Very High
Relational Factors	0.53	4.26	Very High
Individual Factors	0.00	4.00	High
Overall	**0.26**	**4.20**	**Very High**

This study demonstrates that the interpersonal trust of teachers among public schools in Region XI is always evident. Data showed very high implementation of trustworthy behaviors. Research shows managers can better understand how to promote this interpersonal trust as a foundation of learning and knowledge transfer in networks.

The indicator that received the highest mean is trustworthy behavior. This finding is similar to McAllister 2021. People must also trust that the person they turn to has sufficient expertise to offer solutions. Competence-based trust allows one to feel confident that a person sought out knows what he/she talking about and is worth listening to and learning from. These two dimensions that enable knowledge transfer between two people of trust are distinct relationship characteristics.

Table 5.1 *Significance of the Relationship between School Climate and Interpersonal Trust of Public Schools in Region XI*

School Climate / Trustworthy Behaviors	Interpersonal Trust: Organizational Factors	Relational Factors	Individual Factors	**Overall**
Principal Supportiveness, Accessibility, and Competence	.036 .476	.372** .000	.362** .000	.062 .213	**.395**** **.000**
Colleague Collegiality	-.032 .522	.441** .000	.490** .000	.016 .743	**.471**** **.000**
Prosocial Development Practices	-.034 .494	.453** .000	.501** .000	.027 .588	**.480**** **.000**
Student Behavior	-.061 .225	.146** .003	.301** .000	.023 .654	**.205**** **.000**
Teacher Efficacy	-.054 .283	.441** .000	.455** .000	.062 .215	**.442**** **.000**
Enjoyment of Teaching	.000 .999	.519** .000	.616** .000	.000 1.000	**.587**** **.000**
Parent Involvement	-.079 .115	.360** .000	.294** .000	-.021 .676	**.308**** **.000**
Overall	**-.045** **.365**	**.540**** **.000**	**.590**** **.000**	**.034** **.494**	**.567**** **.000**

Table 5.1 shows the results of the test of the relationship between school climate and interpersonal trust in public schools. As displayed in the hypothesis, the relationship was tested at a 0.05 significance level. The total r - r-value of 0.567 with a p-value of less than .05 indicated that the null hypothesis was rejected. It demonstrates a strong link between school climate and the interpersonal trust of teachers.

As shown in Table 5, all indicators of each variable are related. Thus, there is a favorable relationship between the two variables. The findings indicate that interpersonal trust between teachers and school climate, especially principals, is crucial for fostering a supportive environment that enhances teacher commitment and well-being. When school leaders prioritize relational practices, such as consistent and transparent communication, they strengthen trust among the teaching staff, which, in turn, boosts organizational commitment and reduces teacher attrition. On the other hand, a lack of trust or deteriorating relationships with school leaders can lead to decreased morale, lower commitment, and a decline in overall school climate, Veletić,(2023).

Table 5.2 *Significance of the Relationship between Collaborative Behavior and Interpersonal Trust of Public Schools in Region XI*

Collaborative Behavior	**Interpersonal Trust**				
	Trustworthy Behaviors	Organizational Factors	Relational Factors	Individual Factors	**Overall**
Intrinsic Motivation	-.067	.364**	.453**	.000	**.395****
	.183	.000	.000	1.000	**.000**
Extrinsic Motivation	-.063	.304**	.235**	.000	**.252****
	.207	.000	.000	1.000	**.000**
Networking	-.024	.116*	.207**	.062	**.156****
	.639	.020	.000	.219	**.002**
Attitude towards Knowledge Sharing	-.054	.318**	.337**	.022	**.317****
	.280	.000	.000	.667	**.000**

Organizational Support	-.062	.338**	.315**	.045	**.313****
	.216	.000	.000	.368	**.000**
Subjective Norm	.017	.288**	.377**	.062	**.349****
	.728	.000	.000	.216	**.000**
Trust	-.053	.382**	.454**	.051	**.410****
	.293	.000	.000	.311	**.000**
Knowledge Share Intention	-.022	.363**	.382**	.064	**.377****
	.657	.000	.000	.203	**.000**
Internal Collaborative Behavior	-.023	.254**	.288**	.027	**.271****
	.651	.000	.000	.589	**.000**
External Collaborative Behavior	-.074	.381**	.498**	.060	**.424****
	.138	.000	.000	.231	**.000**
Overall	**-.051**	**.380****	**.435****	**.050**	**.400****
	.309	**.000**	**.000**	**.323**	**.000**

Displayed in Table 5.2 are the results of the assessment of the relationship between collaborative behavior and interpersonal trust in public schools. As displayed in the hypothesis, the relationship was tested at a 0.05 significance level. The total r - r-value of 0.400 with a p-value less than .05 indicated that the null hypothesis was rejected. It can be deduced that there is a strong relationship between collaborative behavior and interpersonal trust in public schools in Region XI.

This finding is supported by Kang (2010). Knowledge is dynamic, and it is not a useful resource unless shared to be used and evolved. Knowledge sharing is a fundamental process of making individual knowledge, ideas, experiences, or technologies available through the conversion into a manner that can be understood and used by other individuals or communities.

Leadership practices that prioritize relational aspects, such as open communication, transparency, and emotional support, significantly improve interpersonal trust among teachers. When school heads engage in these practices, they help foster a sense of mutual respect and trust, which is crucial for teacher commitment and job satisfaction. Leaders who fail to uphold these values risk creating environments marked by distrust, leading to lower morale and reduced teacher engagement. Veletić,(2023).

Table 5.3 *Significance of the Relationship between Leadership Practices of School Heads and Interpersonal Trust of Public Schools in Region XI*

Leadership Practices of School Heads	**Interpersonal Trust**				
	Trustworthy Behaviors	Organizational Factors	Relational Factors	Individual Factors	**Overall**
Development of Shared School Vision	-.066 .191	.504** .000	.505** .000	.031 .533	**.497**** **.000**
Promotion of Collaborative School Culture	-.095 .057	.360** .000	.337** .000	.000 1.000	**.324**** **.000**
Distribution of Leadership Responsibilities	-.100* .046	.297** .000	.291** .000	.016 .750	**.265**** **.000**
Involvement and Consultation with Staff	-.109* .030	.353** .000	.306** .000	.000 1.000	**.299**** **.000**
Promotion of Interpersonal Relationships	-.139** .005	.180** .000	.289** .000	.014 .782	**.185**** **.000**

Instructional and Mentoring Support	-.006 .900	.124* .013	.181** .000	.015 .759	**.155**** **.002**
Professional Development	-.027 .586	.197** .000	.357** .000	.098 .051	**.276**** **.000**
Parents and Community Involvement	-.031 .531	.160** .001	.384** .000	-.021 .677	**.268**** **.000**
Overall	**-.082** **.103**	**.308**** **.000**	**.380**** **.000**	**.023** **.653**	**.323**** **.000**

Table 5.3 shows the results of the test of leadership practices of school heads regarding the interpersonal trust of teachers in public schools. Data showed an overall correlation coefficient of .323 at a 0.05 level of significance. This means a significant relationship exists between the community of inquiry and professional learning communities in public elementary schools.

The significant relationship between the community of inquiry and professional learning communities Lee, (2022) The quality of school leadership is a major factor affecting teachers' commitment and motivation to remain in school. Similarly, Bishop (2004) found a significant effect of school leadership on students' outcomes, and it was found that effective leaders employed an indirect but powerful influence on school effectiveness and students' achievement

Table 6 Influence of School Climate, Collaborative Behavior, and Interpersonal Trust of Public Schools in Region XI

Significance of the influence of School Climate, Collaborative Behavior and Leadership Practices of School Heads on the Interpersonal Trust of Public Schools in Region XI

Interpersonal Trust				
(Variables)	*B*	B	*T*	*Sig.*
Constant	2.544		20.517	.000
School Climate	.480	.685	9.811	.000
Collaborative Behavior	-.047	-.083	-1.199	.231
Leadership Practices of School Heads	-.042	-.079	-1.356	.176
R	.574			
R^2	.330			
ΔR	.324			
F	64.717			
P	.000			

Presented in Table 6 is the significant influence of school climate, collaborative behavior, leadership practices of school heads, and interpersonal trust in public schools. The analysis shows that the standard coefficient of school climate is 0.685. It indicates that school climate significantly influences the interpersonal trust of public-school teachers compared to collaborative behavior with -.083 and leadership practices of school heads with -.079. Further, as reflected in the table, the F-value of 64.717 with a p-value of 0.000 indicates that

the regression model is significant. Hence, the null hypothesis is rejected.

Therefore, there is a variable that can predict the interpersonal trust of public-school teachers. Nevertheless, the R^2 of .330 signifies that 33.0 percent of the variation of interpersonal trust is attributed to the predictor variables, school climate,

collaborative behavior, and leadership practices of school heads. This means that 67 percent of the variation could be attributed to other factors besides these three variables.

In the singular capacities of the independent variables, school climate, collaborative behavior, leadership practices of school heads, and interpersonal trust of teachers in public schools. The three independent variables need each other to influence the dependent variable significantly.

Further, as indicated by the F-value of 64.717 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the professional learning communities in public elementary schools.

Table 7 *Summary of Goodness of Fit Measures of the Three Generated Models*

1.

Model	P-value (>0.05)	CMIN / DF (0<value <2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	11.454	.627	.654	.634	.625	.162	.000
2	.000	9.772	.651	.712	.690	.685	.148	.000
3	.123	1.294	.982	.996	.982	.991	.991	.96

Legend: CMIN/DF – *Chi Square/Degrees of Freedom* NFI –*Normed Fit Index*

GFI – Goodness *of Fit Index* TLI -*Tucker-Lewis Index*

RMSEA – *Root Mean Square of Error Approximation* CFI – Comparative *Fit Index*

Test of Hypothesized Model 1. Hypothesized Model 1 depicts the casual relationship of school climate, collaborative behavior and leadership practices of school heads towards interpersonal trust of teachers. Appended in Table 7, the goodness of fit of the model was examined using the following indices: *Chi Square/Degrees of Freedom (*CMIN/DF –) , Goodness *of Fit Index (*GFI ,) *Root Mean Square of Error Approximation* (RMSEA)*, –Normed Fit Index* (NFI)*, -Tucker-Lewis Index* (TLI) ,– Comparative *Fit Index* (CFI). The results indicate a poor fit of the model to the data, as reflected in Model 1, CMIN/DF=11.454. With its P value= .000, NFI=.634, CFI=.654, GFI=.651, RMSEA=.162 with a P=close. 000, Model 2, CMIN/DF=9.772. With its P value= .000, NFI=.690, CFI=.712, GFI=.7, RMSEA=.148 with a P=close. 000.

The best-fit model was valuated using the goodness of fit indicators listed in the Methodology, as shown in Table 7. In summary, model three Chi-square (CMIN/DF) value was 1.294, with its p-value=.123, RMSEA=.991, NFI=.982, TLI=.991, CFI=.996, and GFI=.982. It further r signifies that Model 3 meet the criteria of the best model fit. Compared to the produced model-fit vale, the model 3 result's goodness of fit is quite good; every index satisfied the predefined requirements.

These indices fulfilled the goodness of fit metrics. It also suggests that the produced model 3, which fits quite well, is perfect. Consequently, the no- best-fit model of the null hypothesis was rejected.

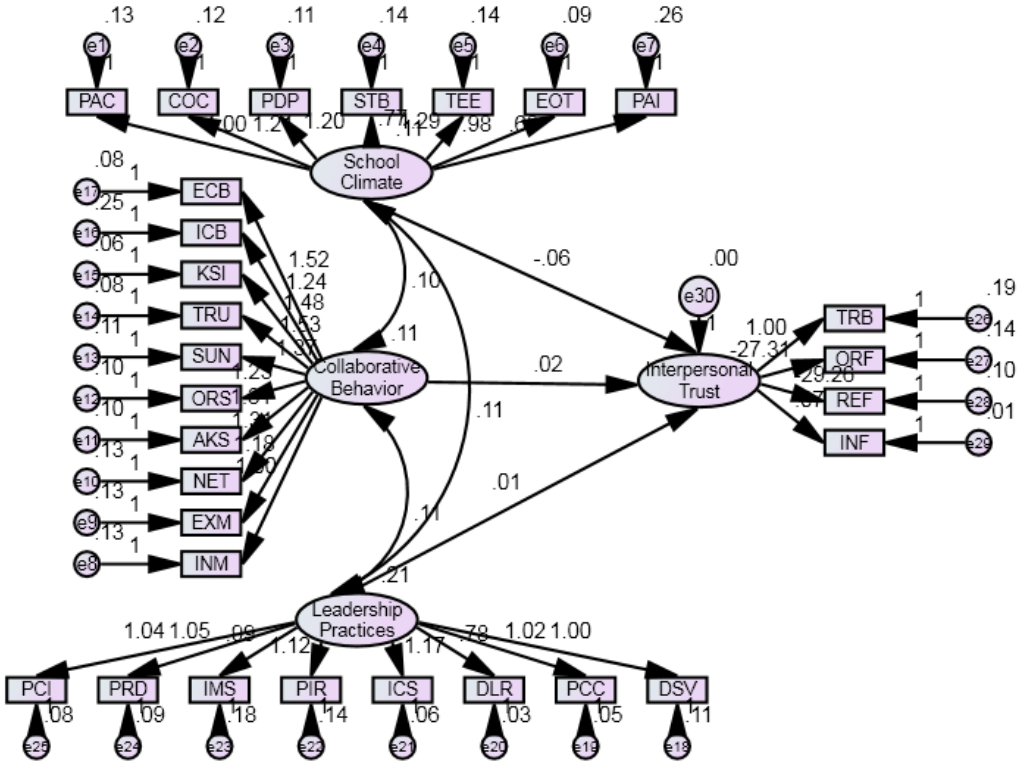

Figure 4. Structural Model 3 in Standardized Solution

Legend
SCH_CLI school climate
PAC principal supportiveness, accessibility, and competence
COC colleague collegiality
PDP prosocial development practices
STB student behavior
TEE teacher efficacy
EOT enjoyment of teaching
PAI parent involvement

COL_BEH Collaborative Behavior
INM intrinsic motivation
EXM extrinsic motivation
NET networking
AKS attitude towards knowledge sharing
ORST organizational support
SUN subjective Norm
TRU trust
KSI knowledge share intention
ICB internal collaborative behavior
ECB external collaborative behavior

LPSH **Leadership Practices of School Heads**
DSV development of shared school vision
PCC promotion of collaborative school culture
DLR distribution of leadership responsibilities
ICS involvement and consultation with staff
PIR promotion of interpersonal relationships
IMS instructional and mentoring support
PRD professional development and
PCI parents and community involvement

INT_TRU Interpersonal Trust
TRB trustworthy behaviors
ORF organizational factors
REF relational factors
INF individual

The method of establishing a causal model is also used in this study to assess how well the conceptual model that was previously presented fits the data gathered and the calculated estimates. When defining the model, the researcher considers the parameters as fixed, constrained, and free. Additionally, the structural model that represent the latent variables in this study are oval in shape and are shown below. While the indicators of the variables being measured are the rectangular shapes connected to the ovals.

While lines with double arrowheads indicate correlation between variables, those with single arrowheads represent the direct relationship between certain variables. A second oval shape, where all the single- headed arrows from the latent exogenous variables meet, is used to represent interpersonal trust as the latent endogenous variable.

Further, the oval shapes are used to represent the latent exogenous variables of school climate, collaborative behavior, and leadership practices of school heads. A second oval shape, where all the single-headed arrows from the latent exogenous variables meet, is used to represent interpersonal trust as the latent endogenous variable.

Furthermore, the fit indices for a single path coefficient, which are determined by the p-values and standard error, are used in this study's evaluation of the structural equation model, while the values of the Chi- square test and RMSEA are used to assess the overall model fit.

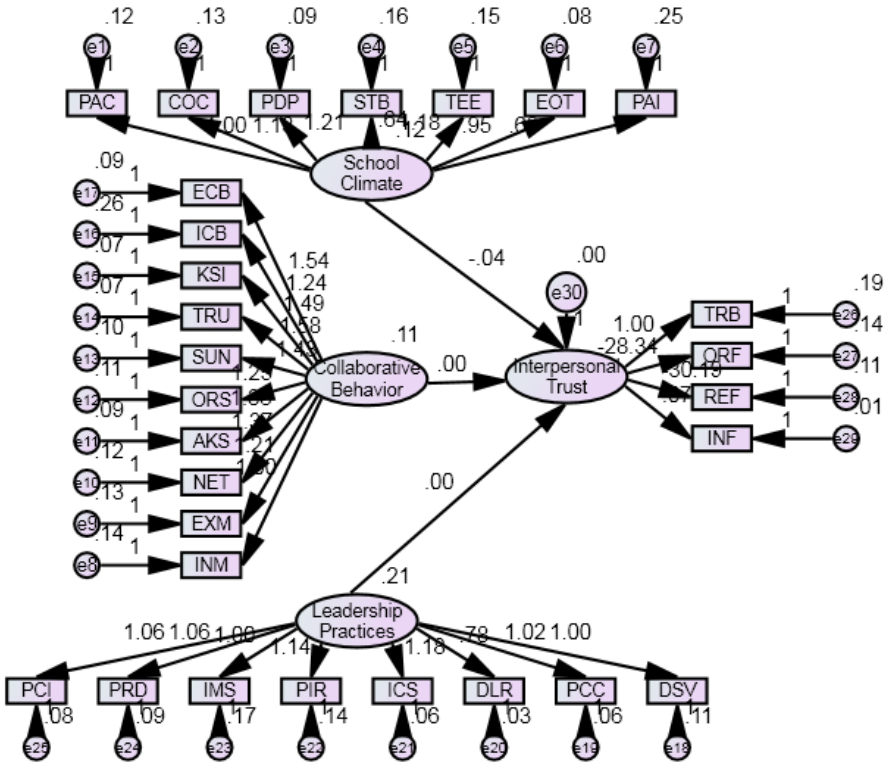

Figure 2. Structural Model 1 in Standardized Solution

Legend

SCH_CLI school climate
PAC principal supportiveness, accessibility, and competence
COC colleague collegiality
PDP prosocial development practices
STB student behavior
TEE teacher efficacy
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PAI parent involvement

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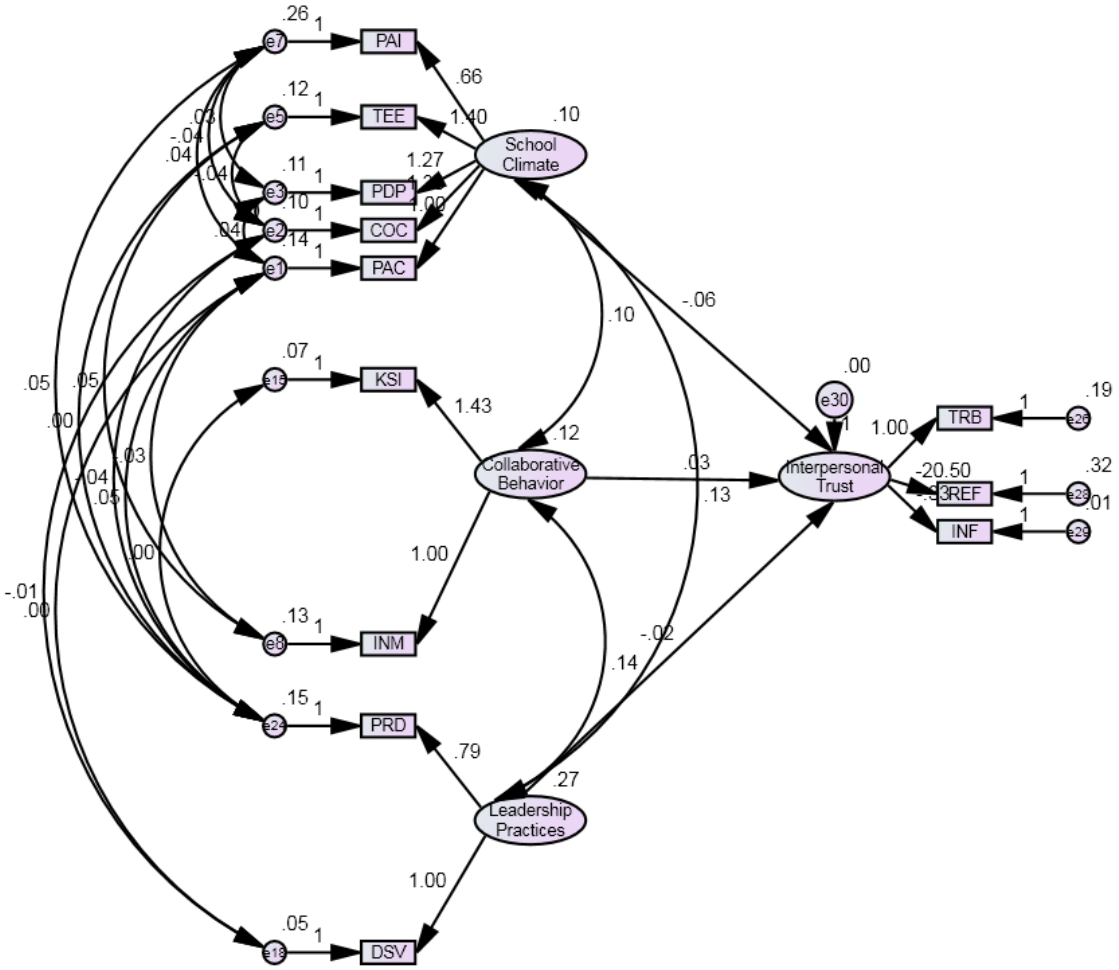

Figure 3. Structural Model 2 in Standardized Solution

Legend

SCH_CLI school climate
PAC principal supportiveness, accessibility, and competence
COC colleague collegiality
PDP prosocial development practices
STB student behavior
TEE teacher efficacy
EOT enjoyment of teaching
PAI parent involvement

COL_BEH Collaborative Behavior

INM intrinsic motivation
EXM extrinsic motivation
NET networking
AKS attitude towards knowledge sharing
ORST organizational support
SUN subjective Norm
TRU trust
KSI knowledge share intention
ICB internal collaborative behavior
ECB external collaborative behavior

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DSV development of shared school vision
PCC promotion of collaborative school culture
DLR distribution of leadership responsibilities
ICS involvement and consultation with staff
PIR promotion of interpersonal relationships
IMS instructional and mentoring support
PRD professional development and
PCI parents and community involvement

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ORF organizational factors
REF relational factors
INF individual

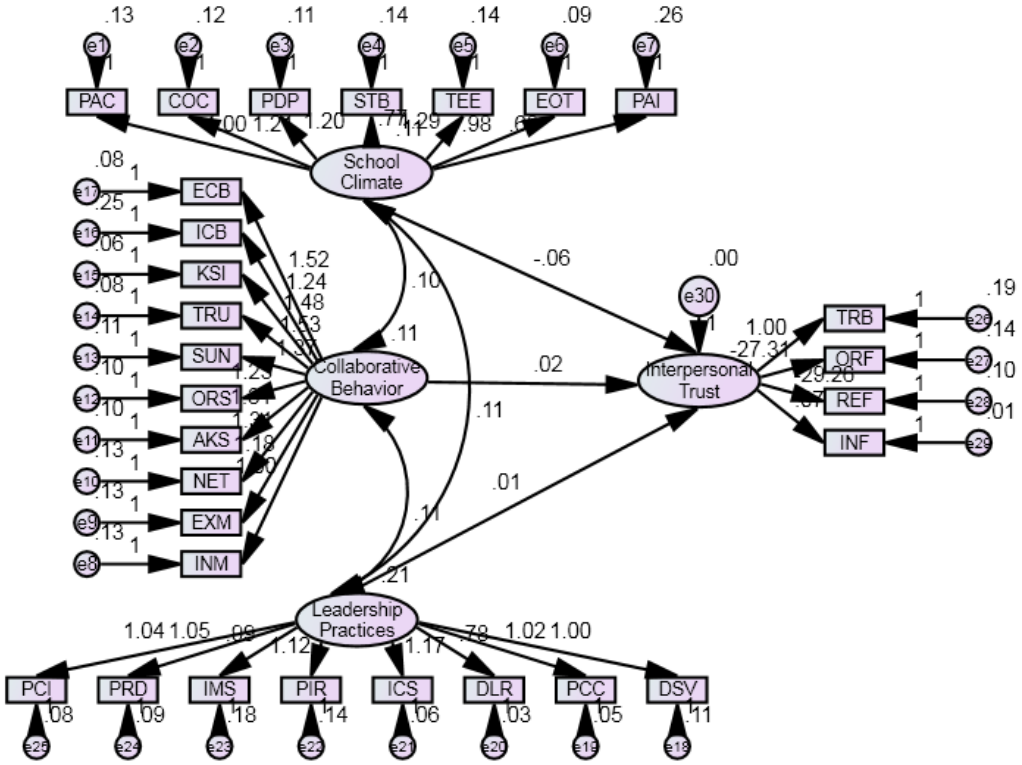

Figure 4. Structural Model 3 in Standardized Solution

Legend

SCH_CLI school climate
PAC principal supportiveness, accessibility, and competence
COC colleague collegiality
PDP prosocial development practices
STB student behavior
TEE teacher efficacy
EOT enjoyment of teaching
PAI parent involvement

COL_BEH Collaborative Behavior
INM intrinsic motivation
EXM extrinsic motivation
NET networking
AKS attitude towards knowledge sharing
ORST organizational support
SUN subjective Norm
TRU trust
KSI knowledge share intention
ICB internal collaborative behavior
ECB external collaborative behavior

LPSH **Leadership Practices of School Heads**
DSV development of shared school vision
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ICS involvement and consultation with staff
PIR promotion of interpersonal relationships
IMS instructional and mentoring support
PRD professional development and
PCI parents and community involvement

INT_TRU Interpersonal Trust
TRB trustworthy behaviors
ORF organizational factors
REF relational factors
INF individual

CONCLUSION AND RECOMMENDATIONS

As perceived by public teachers, the level of school climate is very high and is also evident on its indicators such as, principal supportiveness, accessibility, and competence; colleague collegiality; prosocial development practices; student behavior obtained high; teacher efficacy; enjoyment of teaching and parent involvement with the descriptive level of high.

The level of collaborative behavior is high where its indicators like intrinsic motivation, extrinsic motivation, networking, attitude towards sharing, knowledge share intention and external collaborative behavior obtained very high rating while organizational support, subjective norm, trust and internal collaborative behavior obtained high.

The level of leadership practices of school heads is very high and also evident on its indicator's development of shared school vision, promotion of collaborative school culture, distribution of leadership responsibilities, involvement and consultation with staff, promotion and interpersonal relationships, instructional and mentoring support, professional development and parents and community involvement obtained very high rating.

The researcher proposes the recommendations for the teachers in the public sector to continue to strengthen the level of school climate,

collaborative behavior, leadership practices of school heads, and interpersonal trust by revisiting policies centered on these variables. This may result in a better school, teacher, and students' outcomes.

The test of correlation showed that there is significant relationship between school climate, collaborative behavior, leadership practices of school heads, and interpersonal trust of public teachers. Furthermore, school climate, collaborative behavior and leadership practices of school heads are significant predictors of interpersonal trust.

In identifying the best fit model, the use of structural equation model strengthened the reliability and thoroughness of this research because the analysis goes through the steps of model specification, model estimation and model evaluation. With the three (3) generated models, Model 3 best fits work design of teachers.

It is the most parsimonious model as it successfully passed all convention of a reasonable fit. Given that the school climate is perceived as very high by public school teachers, with strong ratings across key indicators such as principal supportiveness, colleague collegiality, prosocial development practices, student behavior, teacher efficacy, enjoyment of

teaching, and parent involvement, the following recommendations aim to sustain and further improve these positive areas.

Maintain principal supportiveness and leadership quality; continue providing leadership development opportunities to ensure principals remain supportive, accessible, and competent, fostering a strong leadership presence in the school. To strengthen teacher collaboration, promote professional learning communities (PLCs) and team-building activities to maintain high levels of collegiality and teamwork among teachers. Enhance prosocial development and student behavior programs.

Sustain and expand social-emotional learning (SEL) initiatives and behavior management policies to reinforce positive student behavior and prosocial practices. Boost teacher efficacy through offer targeted professional development and leadership opportunities for teachers, empowering them to grow in their roles and maintain high levels of efficacy. To maintain foster enjoyment of teaching**,** recognize teachers' efforts and support their work-life balance, ensuring a positive and rewarding teaching experience. Increase parent involvement through strengthen communication and engagement with parents through workshops,

meetings, and digital platforms to maintain their involvement in the school community.

Monitor and adjust school climate conduct regularly assess school climate through surveys and feedback to ensure continuous improvement and address any emerging concerns.

Given that the level of collaborative behavior is high, with several indicators like intrinsic motivation, extrinsic motivation, networking, attitude towards sharing, knowledge sharing intention, and external collaborative behavior rated very high, while organizational support, subjective norm, trust, and internal collaborative behavior obtained high ratings, the following recommendations are proposed; sustain very high motivation and collaborative practices, continue to recognize and reward both intrinsic and extrinsic efforts.

Foster internal and external networking opportunities through collaborative platforms and partnerships. Enhance organizational support and trust, strengthen leadership support by making collaborative efforts more visible and providing resources for teamwork. Build trust through open communication, transparency, and structured conflict resolution mechanisms. Reinforce positive norms and internal collaboration.

Encourage collaborative behavior as a key organizational value, integrating it into performance reviews and professional development plans. Promote cross-departmental collaboration and teamwork-focused initiatives to improve internal collaborative behavior. Monitor and Improve Collaborative Behavior: Conduct regular feedback sessions and surveys to assess the effectiveness of collaborative practices and adjust strategies as needed.

To sustain shared vision and collaborative culture regularly review and update the shared school vision with input from all stakeholders. Continue promoting a collaborative school culture through team-building activities and shared decision-making processes.

Empower teacher leaders and promote involvement. Maintain the distribution of leadership responsibilities by empowering teachers to take on leadership roles. Strengthen consultation with staff by fostering open and transparent communication and involving them in key decisions. To enhance interpersonal relationships and support continue promoting positive interpersonal relationships through regular interactions, conflict resolution training, and support for staff well-being.

Provide targeted instructional and mentoring support to meet the evolving needs of teachers. Expand Professional Development and Community Engagement. Offer more personalized professional development opportunities to address specific areas of need. Strengthen parent and community involvement by organizing regular engagement events and building partnerships with local organizations. Monitor and Adjust Leadership Practices: Regularly assess leadership effectiveness through surveys and feedback from staff, students, and parents to identify areas for improvement and ensure leadership practices remain responsive and effective.

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