

The Mediating Effect of Empathy on the Relationship Between Collaborative Leadership of School Heads and Collective Mindfulness

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Abstract— The purpose of this study was to determine whether empathy acts as a moderating factor in the relationship between collaborative leadership and collective mindfulness. The study used a correlational technique in a quantitative, non-experimental design. The respondents were the total population of public elementary teachers of Laak District. Mean, Pearson r, and Path Analysis was the statistical tools used in this study. Moreover, adapted survey questionnaires were used for collaborative leadership, collective mindfulness, and empathy. Results found out that the level of collaborative practice is high; the level of collective mindfulness is high; the level of empathy high; there is a significant relationship between collaborative leadership and collective mindfulness; there is a significant relationship between collaborative leadership and empathy, there is a significant relationship between empathy and collective mindfulness. The mediating effect: path analysis indicated no correlation and pointed out that empathy and collective mindfulness are not significant.

Keywords— collaborative leadership, collective mindfulness, empathy, path analysis, Philippines.

I. INTRODUCTION

Collective mindfulness issues arise when organizations fail to make sound decisions. Oliver & Calvard (2017) stated in a study that the increasing volatility, uncertainty, complexity, and ambiguity (VUCA) world puts the current state of some organizations in jeopardy. Many organizations struggle to maintain performance when confronted with difficult, unusual events and circumstances because they are unaware of potential problems. Members who struggle with this are frequently unprepared and cannot absorb, respond to, and recover from trauma when it occurs (Van Der Veeg 2015). In schools, the tension on teachers and principals to enhance instruction has resulted in investigations into specific administrative roles and calls to re-imagine these responsibilities to support and develop a district-wide focus on teaching and learning (Honig, 2008; Russel, 2015).

Individuals and groups alike use collective mindfulness to avoid failure and increase reliability. It exists when people are constantly vigilant for problems when they can be encouraged through operational and structural norms to avoid simple responses and thus open their minds to various resolutions, when people in mindful organizations are concentrated on day-to-day operations rather than long-term goals when people in organizations are backed in such a way that they are capable of and adequately compensated for addressing issues, and when people in organizations are supported in such a way that they are competent of and commended for responding to problems (Lichtner, & Westbrook, 2019).

Meanwhile, collaborative leadership encourages individuals to work collaboratively with others from diverse external organizations or within their institution to achieve a set of strongly outlined and mutually reinforcing shared goals and outcomes that they could not fulfill alone. It entails a transparent and trustworthy communication process in which all parties are notified and capable of providing feedback and ideas to their coworkers. Most interestingly, this entails collective decisions. All parties understand the decision rules and can contribute to or influence significant choices that could affect them, most notably resource provisioning decisions (Sanaghan, 2015).

Empathy is another factor considered in this study. Empathy is critical for personal and sociological interactions because it allows individuals to talk about their experiences, needs, and aspirations and acts as an emotional connective tissue that encourages pro-social behavior. This ability, which requires an enchanting interplay of deep learning, enables us to perceive others' emotional responses, connect emotionally and intellectually with them, consider their perceptions, and distinguish our own and others' emotions (Frankel, 2017).

While studies correlate the variables mentioned previously, those studies were conducted in foreign settings. The researcher is unaware of any comparable studies conducted in the local area. In light of the foregoing, the researcher sought to determine whether empathy could act as a moderator in the relationship between collaborative leadership of school heads and collective mindfulness, thereby generating new

knowledge for future researchers and making a specific contribution to the field of education.

II. LITERATURE REVIEW

Collaborative Leadership of School Heads

Collaborative leadership is a type of leadership that contributes to an organization's growth and prosperity. Collaborative leadership is defined as workforce interfering at different levels of the organization to identify the problems, investigate situations, and come up with solutions; employees make decisions and assist their managers and headquarters in solving problems. In recent years, human factors have gained popularity as a severe condition of organizations. Traditional thought is directed toward new arenas, emphasizing human collaboration (Arbabi & Mehdinezhad, 2015).

Moreover, effective collaboration requires a high degree of discipline, a laser like focus, and consistent attention to outcomes and results. It is a highly effective method for eliciting the dedication of campus partners to attaining success. Leaders use collaborative leadership to accomplish goals, not evoke engagement or involvement. Authentic collaboration is a result of engagement and participation. Numerous characteristics characterize collaborative school leaders. They are naturally curious individuals receptive to unique approaches and eager to experiment with novel and innovative methods of engaging their stakeholders constructively (Sanaghan, 2015).

Additionally, collaborative leadership emerges when shared leadership, educator responsibility, and the sharing of educational and pedagogical ideas are possible. It enables teachers to advance their careers and improves teacher retention by instilling a sense of worth. To develop into a collaborative leader, one must establish group goals and norms, engage in discussion and dialogue, resolve conflict, build concern and decision-making strategies, make sure that all voices are heard, ponder "what if" scenarios, and talk clearly with each other (Harper, 2018).

Meanwhile, assessing the environment is the first indicator of collaborative leadership. Collaborative leadership encompasses the deliberate actions we take to improve teacher instruction, develop deep relationships with all stakeholders through an understanding of self-efficacy, and create collective efficacy to advance our collaborative learning. Establishing positive relationships with teachers, parents, and students is critical. To ascertain the present state of the classroom environment, leaders must develop healthy relationships with all the school community members (DeWitt, 2018).

In another concept, cooperation is critical in the workplace and is associated with consistency and adaptability. Workplace cooperation and involvement are essential for change approval, according to a study titled "Key Cooperation for Successful Changes." According to the articles and research findings, Cooperative leadership is an approach that gratifies human needs for fairness and equality. Collaboration results in the development of human resources (O'Brien, 2012), as demonstrated by increased worker cooperation, environmental conditions, decision-making, and finally, human communication with employees and leaders. It is necessary to investigate the importance of training efficiency and its impact on teachers' perceptions of effectiveness (Panet, 2016)

The second indicator of collaborative leadership is establishing clarity through visioning and mobilization. To achieve those goals, raise standards, and effectively employ problem-solving and achievement strategies, school administrators and specialist leaders must gain knowledge, expertise, ethics, morality, creativity, continuous improvement, and a solid professional code of ethics. A school administrator who demonstrates a high leadership level will foster clarity and create a positive vision for the school. He can use his abilities in school administration, constructing order and achieving goals through competency, sense of direction, sound decision-making, excellent communication, ethics and morality, and good manners (Samriangjit, Tesaputa, & Somprach, 2016).

Furthermore, leadership is not solely determined by what a school principal, or any other individual or group of leaders, knows or does. Rather than that, it refers to the activities of leaders in contexts focused on specific tasks. Collaborative partnerships between multi-sector and multidisciplinary community stakeholders were necessary to address the complex workforce challenges of the twenty-first century (Koehn, 2017). Additionally, collaborative leaders cultivate the gifts of all baptized people while working toward a shared vision and mission. They pay tribute to the Spirit, who is present and active among the community's members (Brown, 2011).

The third and final indicator of collaborative leadership is trust-building. Establishing a culture of trust in schools is a deliberate act that benefits principals, teachers, and students. Trust is the foundation for collaboration, which is what accelerates organizations forward. Additionally, principals can build trust with staff members through simple acts and inquiries, such as inquiring about sick family members and recognizing life events. If school officials want teachers to

demonstrate a sense of empathy for their students and one another, they must show compassion themselves (Modoono, 2017).

Another indicator of trust, relative to other indicators, is teachers' eagerness to address their concerns openly. These are the unspoken concerns but continue to cause anxiousness among staff members. A principal's leadership style, workplace morale, decision-making procedures, and resource allocation are all non-discussable. The more taboos a culture has, the less trust there is and the more toxic it becomes. Teachers' time for productive collaboration decreases as they become more involved with these non-discussable (D'Auria, 2010).

Sharing power and influence is the fourth indicator of collaborative leadership. Rather than relying solely on the principal for instructional leadership, all school community members must develop shared power and influence. The principal as the sole instructional leader is a thing of the past. Without the active participation of other educators, one administrator can no longer serve as the instructional leader for an entire school (Elmore, 2000; Olson, 2000; Spillane, Halverson, & Diamond, 2011; Lambert, 2017).

As a result, collaborative leadership mandated the creation of governance systems and organizational processes that included both staff and students, encouraged more significant participation in decision-making, and emphasized shared accountability for student achievement (Hallinger & Heck, 2018). Collaborative leadership is democratic and participative because it decentralizes power from the top of the organizational hierarchy to work teams and teachers. The dynamics of open inquiry are critical, as the pursuit of power and influence aims to generate a nodal cooperative process in which each of its components is an equal component of the whole. The collaborative approach recognizes that school leadership extends beyond the principal's role and includes leaders at all levels of the organization, including teachers (Sales, 2016).

The development of people is the fifth indicator of collaborative leadership. To develop people collaboratively, school principals must assemble teachers into effective teams, recognize teachers' innate ability to lead, facilitate, encourage, and foresee opportunities for employee engagement in critical decisions, empower leadership teams to make decisions, and encourage risk taking. Additionally, they must assign leadership responsibilities to employees on a

rotating basis (Marks & Printy, 2003; Marzano, Waters, McNulty, 2005; Balyera, Karatasa, & Alci, 2015).

Finally, self-reflection is the sixth indicator of collaborative leadership. To be a collaborative leader, one must also be a reflective leader who inspires followers to self-evaluate based on their experiences (Castelli, Marx & Egleston, 2014). A reflective school leader is the one who is self-aware and conscious of others around them, who can evaluate how each member of the organization appears to contribute to the culture and productivity of the organization, which explores ways to naturally connect those characteristics of people into the organization's operation, who develops natural alternatives to emergent problems along the way, and who modifies the organization (Ersozlu, 2015).

As stated previously, collective leadership is defined as the intentional actions leaders take to improve teacher instruction, develop deep relationships with all stakeholders through an understanding of self-efficacy, and develop collective efficacy to deepen learning together. This also served as a guide for developing and identifying the study's indicators and a source for discussing the study's findings concerning collaborative leadership.

Collective Mindfulness

Educational leaders are now studying collective mindfulness to avoid failure and increase reliability among individuals and organizations. Mindful school structures (Hoy, 2012), the relationship between mindfulness and trust among teachers (Hoy, Gage, & Tarter, 2016), as well as mindful principal leadership (Hoy, 2012), have all been studied extensively (Hoy, Gage, & Tarter, 2016). This is based on the findings of Kelsey, Kearney, and Herrington (Kearney, 2013)

Collective mindfulness is present in organizations when people are constantly alert to problems. Organizational mindfulness can be fostered by encouraging employees to think outside the box and avoid simplistic responses through operational and procedural norms. Lastly, those who work in conservative organizations focus more on the here and now than on long-term visions. As a final point, organizations can cultivate a culture of collective mindfulness by providing employees with the tools and resources they need to solve problems and be recognized for their efforts. Fifth, no matter what position they hold, everyone in a mindful organization relies on the knowledge of those around them (Russel, 2015).

The first sign of collective mindfulness is a focus of attention with failure. Operate with high levels of concern for unexpected events that may jeopardize

safety through assertive analysis and discussion, as well as post-event reviews preoccupation with the inability to operate and process goals. Organizations are constantly in search for failures and mistakes, realizing that they can lead to more severe breakdowns; they believe that by making decisions based on warnings, catastrophes can be averted; thus, they encourage reporting of discrepancies and near misses to understand from them and improve overall quality performance (Enya, Dempsey, & Pillay, 2019).

The second indicator of collective mindfulness is sensitivity to operations. Constantly looking at the big picture and anticipating potential problems is referred to as sensitivity to operational issues. To get a realistic view of operations, organizations actively seek input from their front-line employees. Data about potential and actual failures in the human or organizational domains are constantly shared to keep incidents from becoming more serious or worsening. By systematically collecting, analyzing, and cataloging incidents and near misses, root causes can be identified (Hopkins, 2017, Sutcliffe, 2011).

Another sign of collective mindfulness is that people don't want to simplify interpretations. Organizations have a way of thinking to challenge assumptions and accept wisdom to create a clear and understandable picture of current situations. They also see more by simplifying less while seeing more, and they see more by seeing less (Sutcliffe, 2011). Details about events, such as minor signs of failure, are preserved to avoid categorization and superficial comparisons with previous events that may result in oversimplification (Hoyland, Skotnes, & Holte, 2017)

The fourth indicator of collective mindfulness is respect for the expertise of others. The highest level of expertise should be used when a problem arises, regardless of rank. People in the lowest rungs of the organization's hierarchy tend to make decisions in times of crisis or surprise. The organization's hierarchy returns to normal after an emergency has passed (Hales, 2016).

Finally, commitment to resilience is the fifth indicator of collective mindfulness. This is the capacity to deal with, contain, and recover from mishaps before escalating and causing additional damage (Sutcliffe, 2011). The ability and commitment of organizations to learn from previous failures, both internal and external to the organization, is critical to their ability to recover from such incidents. They take responsibility for ensuring that errors will occur and thus provide for back-ups (redundancies) to deal with the potential repercussions when necessary. The organization is not

rendered inoperable as long as errors and adverse effects continue to occur (Pinto, Isabel, & Ribeiro, 2017).

Collective mindfulness is a theory based on the view of a collective mind emerging from distributed processes proposed in distributed cognition. Collective mindfulness also draws on Langer's theory of mindfulness, which focuses on individuals' ability to interpret information independently of preconceived cognitive commitments. On the other hand, collective mindfulness shifts the emphasis away from individual cognition and toward collective processes of sense-making that emerge from interactions between people working in ambiguous environments. Within this perspective, the collective mind is embodied in the interconnectedness of social activities. An organization (or group or team) can be mindful or possess a mindfulness capability. In the same way, organizations can learn or have learning capabilities (Butler, & Gray, 2016).

The different works of literature on collective mindfulness explain the importance of developing a capacity among group members on rich awareness about internal and external processes and how to regulate team behaviors accordingly. This also becomes a basis in developing the research instrument on collective mindfulness and the source of information in discussing the study's findings.

Empathy

Empathy implies the capacity to comprehend and share another person's feelings and emotions and the capacity to see things from another's perspective and understand another's point of view. In other words, it's a mindset and way of life that encourages the possibility of radical new change by showing respect and appreciation for another person's experience in all of its flaws (Bob & Moran, 2010; Tomlinson & Murphy, 2018).

Similarly, empathetic understanding requires leaders to develop self-awareness to distinguish their own needs from those being led. We believe that this self-awareness can be acquired through introspection and the willingness to practice. This requires a leader to recognize her own biases and comprehend the forces that shape her. These abilities benefit all leadership functions but are particularly beneficial in comprehending schools' modern and diverse world (Ketelle & Mesa, 2016).

Empathy is not a standard component of core education training and coursework. We typically learn from our parents, friends, and coworkers. Empathy, in my opinion, should be a core component of the school

curriculum and organizational culture. To be honest, this can be a difficult lesson for many of us to master at times. Demonstrating empathy is an entirely different concept than discussing it. Our mindset and predispositions prioritize our feelings and needs. This is not always a bad thing, but many agree that something needs to change (Sheninger, 2017).

Further, it is critical for us as leaders to put ourselves in the shoes of our students, staff, and community members. This enables us to gain a more nuanced understanding of the difficulties and emotions encountered by those we are tasked with serving. By putting ourselves in the shoes of those who will be impacted the most by our decisions, we can make more informed ones. A culture of excellence is established and sustained through relationships founded on trust and characterized by empathy (Ketelle, 2015)

A study discovered that principals valued empathy as an instructional leadership competency based on their responses. This also confirms their firm belief that their in-service training must continually strengthen their empathy capacity to equip them sufficiently to deal effectively and pro-actively with the human challenges they face daily at their schools (Singh & Dali, 2013).

Empathy is critical in human, social, and psychological interaction throughout life. As a result, the study of empathy continues to be a significant area of interest for psychologists and neuroscientists across a range of disciplines, with new research appearing regularly. Concentrating on empathy enables students to study human interaction within the broader field of psychology (Lesley, 2021)

Empathy also plays a vital role in interpersonal and societal relationships by allowing people to open up about their feelings, needs, and wants and serve as an emotional link that encourages good deeds. As a result of this ability, we can connect emotionally and cognitively with others, consider their perspectives, and distinguish our own emotions from others. This requires a delicate interplay of neural networks. Empathy is said to be diminished during medical school. Dissatisfied patients result from inhumane treatment and care that lacks empathy when interventions are not implemented. As a result, they are much less likely to follow treatment recommendations, leading to poor health outcomes and a loss of faith in medical professionals. Because of cultural, ethnic, religious, or physical differences, cognitive empathy is necessary for lacking emotional empathy (Reiss, 2017).

According to new findings in the field, health care providers can be taught how to develop empathy, despite the belief that empathy is an inborn trait. Pilot and retention studies and a randomized controlled trial have shown that patient rated empathy improves physicians. According to a large-scale observational study, training doctor's ineffective communication leads to higher patient satisfaction. Several advantages come from providing compassionate medical care, including better patient satisfaction, reducing medical errors and malpractice claims, and increased physician retention. Empathy in medicine (Boissy, Windover, Bokar, Karafa, Neuendorf, & Frankel, 2017).

Many notable attempts have been made to separate the concept of empathy from several closely related concepts. Emotional contagion, sympathy, and compassion are all examples of empathy. Understanding another's emotions through perspective-taking, empathy, mimpathy (imitating another's feelings without experiencing them yourself), sympathy (intentionally reacting emotionally), transpathy (emotional contagion caused by another's emotions), and unipathia (an intense form of transpathy) were discussed to demonstrate why empathy is frequently conflated with associated terms (Cuff, Brown, Taylor and Howat, 2017).

Empathy can be defined as anything other than an emotional response is also an important one to ponder. Cognitive-only empathy, for example, can help therapists understand their clients' thoughts and meanings, and teachers recognize their students' inability to understand. When it comes to inferring understanding and meaning in other people, cognitive empathy (perspective taking) is very similar to emotional empathy (perspective taking). However, it appears inconsistent with the widely held view of empathy as a dynamic event (explicit or implied by most conceptualizations identified here) (Rameson, Morelli, & Lieberman, 2019).

Interpersonal perspective-taking (imagine-other perspective-taking) and putting oneself in another's situation (empathy) are both examples of empathy (imagine-self perspective-taking). These methods of perspective-taking were popularized by Batson (2017). Researchers have also used the term empathic accuracy to describe a person's ability to infer the thoughts and feelings of others accurately. Moreover (Ickes and Hodges 2018).

Other researchers have used "empathy" to describe a wide range of emotional phenomena, including empathy. The sharing of an individual's affective or

emotional experience is one phenomenon. Vicarious emotional reactions are also known as parallel empathy, emotional contagion, and empathic resonance. Empathy, the term for the second type of emotional response, is characterized by a concern for someone else's well-being. Sympathy or empathic concern is the term used to describe this. Empathy is a third type of affective phenomenon that involves experiencing self-centered distress in response to another person's (Lishner, 2018; Watson & Greenberg, 2019).

Additionally, the term "empathy" is sometimes used to refer to various matching behaviors. Impersonating or matching another person's facial or bodily expressions or movements is what this means. Neuronal systems that translate perceptions of other people's actions into the activation of motor neurons required for the perceiver to engage in those actions may produce this type of behavioral matching. However, there is no guarantee that the translation process will have the same results. Even at a very young, it appears that behavioral matching is frequently goal-directed. People who tap their feet when they are in a conversation with someone else is engaging in empathic behavioral matching (Lishner, Stocks, & Steinert, 2017).

As a result, some have advocated for a broader definition of empathy. Others have developed theories to explain a wide range of peripheral empathy phenomena. As a result of this lack of consensus, it may be preferable to view empathy as a collection of distinct but related phenomena rather than a single phenomenon (Batson 2011; Cuff, Brown, Taylor, & Howat, 2016).

Finally, the kinds of literature on empathy stressed the emotional attachments of teachers on the teaching works. This also describes how they manage their feelings towards their job and the people around the workplace. Readings further serve as data in the discussion of the study's findings and the source of the determination of the research instrument of the study.

III. METHOD AND MATERIALS

3.1 Research Design

This research employed a quantitative, non-experimental design, more precisely a descriptive-correlational design, to collect data, ideas, facts, and information pertinent to the study. Researchers collect data in non-experimental research without making changes or introducing treatments (Gehle, 2013). The variables in this study were manipulated, but the setting was not controlled. The descriptive-correlation research design describes and interprets what is, revealing existing and non-existing conditions and relationships (Calderon, 2006; Calmorin, 2007). Additionally, this

study is a fact-finding mission that will enable the researcher to examine participants' characteristics, behaviors, and experiences (Calmorin, 2007).

3.2 Participants

Universal sampling method was used in determining the respondents of the study, which was composed of all public elementary school teachers, both male and female, from the Laak District. The total teachers' population is 375, consisting of 87 male teachers and 283 female teachers. School heads were the subject of the questionnaire and were evaluated by their teachers.

IV. RESULTS AND DISCUSSION

Level of Collaborative Leadership

Collaborative leadership is at a high level in this organization. One very high rating and five high ratings from the respondents were responsible for the extremely high level of instructional practices. To put it another way, the teachers-respondents rated these indicators highly because of their high scores on the specific items of collaborative leadership, which meant the school leaders take their role as coaches and mentors seriously, spend adequate amounts of time doing people development and defining their role when serving as a coach, help people to take advantage of opportunities for new experiences, and establish expectations for their work.

As Arbabi and Mehdinezhad (2015) state, leaders intervene at various levels of an organization to identify problems, analyze situations, and propose solutions so that members can make their own choices and assist their organizations in resolving their problems. Sanaghan's (2015) assertion that leaders use collaborative leadership to accomplish goals rather than to elicit feelings of engagement or involvement has something to do with this. Genuine collaboration fosters a sense of ownership and engagement. They are naturally curious individuals who are receptive to new ideas and approaches and willing to experiment with novel and creative methods for engaging their stakeholders meaningfully in the process of learning and growth.

Level of Collective Mindfulness

There is a high degree of collective mindfulness at the moment. There were two very high ratings and three high ratings given by respondents. Item-statements rated highly in this pool include: being encouraged to share school-related information, making important decisions at this pool are made by those with the most experience, and teachers here use their abilities and knowledge in new ways to improve how this school is run.

This finding is in line with Russel's (2015) assertion that teachers must maintain a constant state of alertness to potential problems. To foster a culture of mindfulness in the workplace, people can be encouraged to think outside the box by adhering to operational and procedural norms. Recently, there has been a surge in interest in educational leadership as a result of various authors' assertions that having a collective mindfulness strategy for people in organizations can help prevent failure and improve reliability. This has prompted additional research in this area. They believe that if warnings are identified and addressed, they can be avoided. They promote the reporting of errors and near-misses to learn from them and ultimately improve overall safety performance. This enables leaders and members to develop and resolve issues and lapses, recognizing that they may result in larger failures.

Level of Empathy

Empathy is at an all-time high. Three item statements were rated as very high, and twelve item statements were rated and described as high, according to the high result. When a friend or family member is sad, my actions (like a hug or pat on the back) let them know that I understand, and I've been known to say things like, "You are wrong" when someone is sharing their opinion, and to tell my friends, "You shouldn't be upset about that" or "Stop feeling that way."

These findings are consistent with the ideas of Kettle and Mesa (2016) that leaders must develop self-awareness that separates their own needs from those of the people they are leading. In addition, having empathy empowers school leaders to handle the human challenges they face daily effectively and proactively (Singh & Dali, 2013).

Findings are also consistent with Sheninger's assertion that empathy can be demonstrated in a variety of ways. Some people may have preconceptions about others' feelings and needs based on their mindset and predispositions. The majority of people would agree that this attitude needs to improve, even if it isn't always a bad thing.

Significance on the Relationship between the levels of Collaborative Leadership and Collective Mindfulness

Collaboration and mindfulness go hand in hand, as evidenced by numerous studies. Three of the six indicators were found to be correlated when correlated Collaborative leadership, as proposed by Resar (2016), empowers teachers by allowing them to make decisions based on collective mindfulness. In his research, he found that teachers who practice collective mindfulness

are more likely to notice when students are having difficulties in class and to work together with their colleagues to devise solutions.

According to Hoy (2012) and Hoy, Gage, and Tarter (2016), collaborative leadership fosters group mindfulness and gives teachers the freedom to experiment with new approaches to solving problems in the classroom. Trust and open communication among colleagues are important factors in ensuring students' success.

Significance on the Relationship between Levels of Collaborative Leadership and Empathy

A significant relationship was discovered between levels of collaborative leadership and empathy, according to the study's findings. According to the Social Capital Theory, collaborative leadership results in both tangible and intangible resources being accrued at varying levels of intensity. The individual, group, and organizational empathy are fostered through social interactions and collaboration with others, and this includes (Miles, 2012).

The Ideas of Dewey (2020) also emphasized that empathy is defined as the ability to recognize and understand the feelings, motives, and situations of others, as well as the ability to be sensitive to these feelings. Collaborative leadership that is exquisitely combined with empathy allows for the utilization of a broad base of expertise throughout the institution and beyond. The ability to empathize with others is essential for collaborative leaders who want to see the benefits of working collaboratively with others.

Significance on the Relationship between Levels of Empathy and Collective Mindfulness

A significant relationship exists between empathy and collective mindfulness, according to the research. Note that when empathy was correlated with the domains of collective mindfulness, all of the indicator variables showed a statistically significant relationship with each other.

According to Centeno and Fernandez (2020), collective mindfulness can affect empathy by increasing focused self-awareness in a group of people. The following was the dynamic at play: becoming more aware of one's emotions leads to a better understanding of how and why they occur, as well as what happens when they do.

Being mindfully aware then allows them to better understand their own emotions as they arise, which in turn prevents them from becoming enmeshed in those emotions.

Mediating Effect: Path Analysis

It is shown in Figure 3 the mediating effect of empathy on the relationship between collaborative leadership and collective mindfulness. The model showed that the six factors of collaborative leadership, six factors of collective mindfulness, and fifteen items of empathy have no mediation hence empathy and collective mindfulness is not significant. This finding negates the contention of theorists, Andersen (2005), Block-Lerner (2007), and Kristeller and Johnson (2005) that mindfulness cultivates empathy. They implied that mindfulness could be practiced through the practice of mindfulness meditation, which originated in Buddhist traditions.

Meanwhile, mindfulness meditation is intended to increase people's awareness of present-moment experiences by refocusing their attention on a single object, such as their breathing, while maintaining an unbiased attitude toward distractions. These practices are incorporated into several different training programs, the most well-known of which are mindfulness-based stress reduction (MBSR) and mindfulness-based cognitive therapy (MBCT) (Segal, Williams, & Teasdale, 2013).

V. CONCLUSION

The use of Path Analysis as a statistical tool mentioned in the early part of this study strengthened the reliability and validity of this research because it goes through the process of analyzing, creating output, and reporting. Results revealed that the level of collaborative practice is high; the level of collective mindfulness is high; the level of empathy high; there is a significant relationship between collaborative leadership and collective mindfulness; there is a significant relationship between collaborative leadership and empathy, there is a significant relationship between empathy and collective mindfulness. The mediating effect: path analysis indicated no correlation, and pointed out that empathy and collective mindfulness are not significant.

The empathy of teachers can be attributed to many other factors. These factors may have been postulated by other studies to manifest the collaborative leadership of school heads and collective mindfulness of teachers. It is understood that many other factors were not among those included in this study.

The outcome model for this study negates the contention of theorists, Andersen (2005), Block-Lerner (2007), and Kristeller and Johnson (2005) that mindfulness cultivates empathy. As the finding implied the need to develop empathy to improve collective mindfulness.

VI. RECOMMENDATIONS

Based on the findings of this research, it is then recommended that with the recurrent problems in collaborative leadership, collective mindfulness, and empathy, their high levels demand another study that will only focus on variables that are identified as low in the study such that enhancing building trust among teachers. The future study may focus on school heads and teachers' rapport, a delegation of works, engagement of teachers in school, and collaboration of teachers in achieving goals. Another indicator that is considered low in the finding is a reluctance to simplify interpretations. This implies the need to boost the confidence of teachers. Teachers were observed to have fears in expressing their ideas and emotions to others which lower their confidence. To address the issue, and enhancement training may be done to address this issue. Specific training in developing the social aspect of life among teachers is in need. Future studies can be done using a qualitative method to unitize the results and make a broad analysis of why teachers still experienced problems and issues related to collaborative leadership and collective mindfulness despite this study revealing high results.

Also, the empathy of teachers can be further studied and explored through a qualitative study to deeply understand the other factors affecting teachers' work as this study focused only on collaborative leadership and collective mindfulness. It could be synthesized from the results that empathy and collective mindfulness are not significant which implied that empathy does not affect mindfulness. Thus, the researcher recommends exploring another study on other factors that may affect the mentioned variables. It could be their relationships with other workers, family, students, children, and even the community.

There is a great need to revisit every factor in the study, probably other indicators were not included in the variables and those present are manifested by the respondents. To this, the researcher recommends identifying more indicators that may affect the variables used in this study.

Further, it is best to explore an intervention program utilizing the recognized outcome of this study as recommended by Greason and Cashwell (2019) that mindfulness may indeed enhance empathy.

Thus, it is recommended to explore other researches related to the empathy of teachers which will then serve as the basis for an intervention program for teachers needing interventions and guidance.

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