

Decision-Making Styles of School Officers and Their Impact on Teacher Collaboration in Elementary Schools

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Abstract— In elementary schools, the decision-making styles of school officers play a vital role in shaping the school climate and influencing teachers' professional behaviors. These styles range from autocratic to consultative, group-based, and delegative approaches, each reflecting distinct leadership philosophies. Closely associated with these leadership practices is teacher collaboration, which involves shared efforts in instructional planning, classroom management, professional development, and participation in school decisions. Understanding how decision-making styles relate to teacher collaboration is essential in promoting effective leadership and teamwork in elementary education. This study employed a descriptive-correlational research design and was conducted in public elementary schools in Baliguian District, Division of Zamboanga del Norte. The respondents consisted of 120 elementary school teachers representing all public elementary schools in the district. Data were gathered using a researcher-made questionnaire with two parts: decision-making styles of school officers (autocratic, consultative-individual, consultative-group, group-based, and delegative) and the level of teacher collaboration (instructional planning, classroom management, professional development, and decision-making participation). Responses were measured using a five-point Likert scale. Data analysis utilized arithmetic mean, standard deviation, and Pearson product-moment correlation coefficient. Findings revealed that group-based and consultative (group) decision-making styles were rated high, while autocratic and consultative (individual) styles were rated low. Teacher collaboration was generally high, particularly in decision-making participation and professional development, though instructional planning was rated low. Correlation analysis showed a very weak and non-significant relationship between decision-making styles and teacher collaboration ($r = 0.035, p = 0.701$). The results indicate that variations in school officers' decision-making styles did not significantly influence teacher collaboration, suggesting that collaborative practices among teachers may be sustained by factors beyond leadership style alone.

Keywords— decision-making styles; school officers; teacher collaboration; elementary schools; educational leadership.

I. INTRODUCTION

Background of the Study

In the context of elementary education, the way school officers make decisions plays a crucial role in shaping the overall school environment and influencing teacher behaviors. Decision-making styles vary from highly autocratic approaches, where the officer retains full control, to participative or group-based approaches, where teachers are actively involved in planning and problem-solving. These styles not only reflect the leadership philosophy of the school officer but also determine the extent to which teachers feel valued, heard, and empowered in their professional roles. Closely linked to these leadership behaviors is teacher collaboration, which encompasses shared efforts in instructional planning, classroom management, professional development, and participation in school-wide decisions. When teachers are engaged in meaningful collaboration, they are better able to share resources, coordinate strategies, and support one

another, ultimately fostering a cohesive and effective learning environment. Understanding the interplay between decision-making approaches of school officers and the collaborative practices of teachers highlights the dynamic relationship between leadership strategies and professional teamwork within elementary schools.

Decision-making practices of school leaders play a critical role in shaping the professional interactions and working relationships among teachers within elementary schools. Recent studies emphasize that leadership approaches characterized by consultation, shared authority, and participative decision making create conditions that encourage teachers to engage in collaborative instructional planning, shared classroom strategies, and collective professional learning (Debnath, 2025; Villafane, 2025). When teachers are meaningfully involved in decisions that affect their work, they tend to develop a stronger sense of trust, ownership, and mutual responsibility, which strengthens

collegial relationships and teamwork (Aljufri & Kusumawati, 2025). Conversely, leadership practices that rely heavily on centralized or unilateral decision making may limit opportunities for open dialogue and reduce collaborative engagement among teachers (International Journal of Pedagogical, Humanities and Social Studies, 2024). Empirical evidence further suggests that collaborative cultures are more sustainable in schools where administrators promote inclusive leadership behaviors, support shared problem-solving, and value teacher input in school-wide initiatives (Andaya & Quinto, 2025). These findings underscore the importance of leadership decision practices in fostering or constraining collaborative teacher environments within elementary education settings.

Despite the growing body of literature on school leadership and teacher collaboration, existing studies largely focus on formal principals, general leadership styles, or secondary and higher education contexts, leaving a noticeable gap in understanding how decision-making styles of school officers-in-charge influence collaborative practices among elementary school teachers, particularly in small or non-centralized public schools. Moreover, many studies emphasize outcomes such as teacher performance or student achievement, while giving limited attention to everyday collaborative practices that sustain instructional quality at the elementary level. Based on initial informal interviews and the researcher's personal observations as a Teacher III and School Officer In-Charge, decision-making processes in schools are often shaped by situational demands, limited administrative authority, and workload constraints, which may either encourage or restrict teacher involvement in school decisions. In practice, teachers may comply with directives without fully engaging in collaborative planning or shared problem-solving, yet this dynamic is rarely examined empirically. There is therefore a need to systematically document how different decision-making approaches used by school officers relate to the actual level of teacher collaboration within elementary schools. The purpose of conducting this study is to generate context-specific evidence that can inform school-level management practices, guide leadership development for school officers, and contribute to a more collaborative and supportive professional environment for teachers.

The study is designed to determine how the decision-making styles practiced by school officers-in-charge are

associated with the level of teacher collaboration in public elementary schools. It seeks to describe the prevailing decision-making approaches employed by school officers, including autocratic, consultative (individual and group), group-based, and delegative styles, and to determine the extent of teacher collaboration in key areas such as instructional planning, classroom management, professional development, and participation in school decision-making. By analyzing the relationship between these leadership practices and collaborative behaviors among teachers, the study aims to generate empirical evidence that can inform school management and leadership practices. Ultimately, the study intends to provide a sound basis for designing an appropriate intervention program that will strengthen collaborative practices and support more effective and participative decision-making in elementary school settings.

II. RESEARCH METHODOLOGY

Research Design

The study used a descriptive-correlational research design to describe existing leadership practices and teacher collaboration and to determine the relationship between them without manipulating any variables. This design allowed the researcher to identify the prevailing decision-making styles of school officers-in-charge and the level of teacher collaboration in public elementary schools, as well as to examine whether a significant relationship existed between these variables. By analyzing leadership and collaboration as they naturally occurred in the school setting, the approach provided relevant and practical insights that may serve as a basis for developing an intervention program.

Research Setting

The study was conducted in public elementary schools in Baliguian District, Division of Zamboanga del Norte. This setting was selected because it includes schools with varying populations, resources, and administrative structures, making it suitable for examining leadership and teacher collaboration. The researcher's role as a Teacher III and School Officer-in-Charge allowed familiarity with the school context and direct observation of decision-making and collaborative practices. The study focused on daily school operations, particularly the decision-making roles of school officers and teachers' collaboration in instructional planning, classroom management, professional development, and participation in school decisions, providing practical

insights for improving school leadership and collaborative culture.

Research Respondents

The respondents of the study were 120 elementary school teachers from all public elementary schools in Baliguian District, Division of Zamboanga del Norte. They were selected because of their direct involvement in classroom instruction, professional development, and collaborative decision-making, making them the most appropriate sources of data for assessing teacher collaboration and perceived decision-making styles of school officers-in-charge. Purposive sampling was used to include teachers who were actively teaching and regularly engaged in instructional planning, classroom management, professional development, and school-based decision-making, while those on leave, inactive, newly assigned, or not involved in decision-making processes were excluded.

Research Instrument

The primary research instrument used in the study was a structured questionnaire designed to gather data on teachers' perceptions of the decision-making styles of school officers-in-charge and the level of teacher collaboration. The questionnaire allowed for the systematic and consistent collection of standardized information from a large number of respondents across public elementary schools in Baliguian District and was appropriate for descriptive-correlational research as it captured perceptions and behaviors without disrupting the natural school setting (Creswell & Creswell, 2021). The instrument had two parts: Part I measured decision-making styles, including autocratic, consultative (individual), consultative (group), group-based, and delegative styles, while Part II assessed teacher collaboration in instructional planning, classroom management, professional development, and participation in school decision-making. Each indicator consisted of five items, and responses were measured using a five-point Likert scale from 1 (Never) to 5 (Always), enabling the identification of prevailing practices and the examination of relationships between the variables.

Data Gathering Procedure

Data were collected through a systematic and ethical process to ensure accuracy and reliability. Permission to conduct the study was first secured from the Division

Office of Zamboanga del Norte, followed by coordination with school officers-in-charge in Baliguian District. The researcher oriented the teacher-respondents on the purpose of the study, voluntary participation, confidentiality of responses, and proper completion of the questionnaire. The questionnaires were then distributed and collected within an agreed period, ensuring completeness of responses. After retrieval, the data were checked, coded, tabulated, and prepared for statistical analysis. Throughout the process, ethical standards were strictly observed to protect the privacy and integrity of the respondents and the data gathered.

Ethical Considerations

The study strictly observed ethical principles to protect the rights, welfare, and privacy of the respondents (Creswell & Creswell, 2021). Permission to conduct the research was obtained from the Division Office of Zamboanga del Norte, and coordination was made with school officers-in-charge to properly inform the participants. Teachers were clearly informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without consequences. Confidentiality was ensured by keeping responses anonymous and securely storing all data for research purposes only. The study was also conducted in a manner that did not disrupt teachers' regular duties or school operations, thereby upholding the integrity and credibility of the research process.

Data Analysis

The data were analyzed using appropriate statistical Appropriate statistical tools were used to analyze the data in accordance with the research questions. The arithmetic mean and standard deviation were employed to determine the prevailing decision-making styles of school officers-in-charge and the level of teacher collaboration. The mean described how frequently each decision-making style and collaborative practice was observed, while the standard deviation measured the consistency of teachers' responses. Results were interpreted using descriptive qualifiers to identify whether the levels were low, moderate, or high. To examine the relationship between decision-making styles and teacher collaboration, the Pearson product-moment correlation coefficient (r) was used to determine the strength and direction of the relationship, with statistical significance tested at a predetermined alpha level.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1. Autocratic Decision-Making Style of School Officers-In-Charge in Elementary Schools

Indicators	SD	Mean
The school officer makes decisions without consulting any teacher.	0.71	2.22
The school officer strictly instructs teachers on what to do without discussion.	0.82	1.86
Teachers are informed about decisions only after they are made.	0.72	1.89
The school officer does not seek teacher opinions even when decisions affect their work.	0.68	1.70
Decisions are implemented solely based on the school officer's judgment.	0.70	1.66
Grand Mean		1.87 Low

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”4.21 – 5.00 “Very High”

Table 1.1 shows that the overall mean for Autocratic Decision-Making Style of school officers-in-charge was 1.87, categorized as “Low,” indicating that unilateral decision-making was rarely practiced in the surveyed elementary schools. Among the indicators, making decisions without consulting teachers occurred more frequently than other autocratic actions, while implementing decisions solely based on the officer’s judgment was least observed. This suggests that strictly

autocratic practices were limited, potentially reducing negative impacts on teacher morale and collaboration. These findings align with Bruce et al. (2025), who noted that autocratic leadership can hinder teacher performance and collaboration, implying that the low level of autocratic decision-making in this study may support more participatory and collaborative professional practices.

Table 1.2 Consultative (Individual) Decision-Making Style of School Officers-In-Charge in Elementary Schools

Indicators	SD	Mean
The school officer asks individual teachers for opinions before making a decision.	0.91	2.26
Teachers are approached privately to provide suggestions regarding school matters.	0.74	1.93
The school officer considers input from individual teachers when making decisions.	0.73	1.93
Teachers feel their personal feedback is valued in the decision-making process.	0.78	2.53
Individual consultations influence how the school officer arrives at decisions.	0.73	2.06
Grand Mean		2.14 Low

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”4.21 – 5.00 “Very High”

Table 1.2 shows that the Consultative (Individual) Decision-Making Style of school officers-in-charge had an overall mean of 2.14, categorized as “Low,” indicating limited one-on-one consultation with teachers. The highest indicator, “Teachers feel their personal feedback is valued” ($\bar{x} = 2.53$), suggested occasional recognition of individual input, while the lowest, “Teachers are approached privately to provide suggestions” ($\bar{x} = 1.93$), indicated that private

consultations were rare. This low level of individualized engagement may restrict meaningful dialogue and teacher involvement in decision-making. These results align with OECD (2020), which emphasized that regular individual consultation by school leaders fosters collaboration, teacher engagement, and shared responsibility, highlighting the need for school officers to more actively include teachers in decision-making processes.

Table 1.3 Consultative (Group) Decision-Making Style of School Officers-In-Charge in Elementary Schools

Indicators	SD	Mean
The school officer holds group meetings to discuss decisions with teachers.	0.74	4.03
Teachers are invited to provide collective feedback before decisions are finalized.	0.66	4.05
Group opinions are considered by the school officer when making school decisions.	0.65	3.93
Teachers feel their contributions in group discussions impact decisions.	0.71	4.02
Decision-making involves teacher participation in scheduled group consultations.	0.70	3.92

Grand Mean	3.99 High
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Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.3 shows that the Consultative (Group) Decision-Making Style of school officers-in-charge had an overall mean of 3.99, categorized as “High,” indicating that group-based consultation was frequently practiced. The highest indicator, “Teachers are invited to provide collective feedback before decisions are finalized” ($\bar{x} = 4.05$), suggested that teachers were regularly given opportunities to contribute ideas as a group, enhancing their sense of ownership and commitment. The lowest indicator, “Decision-making involves teacher

participation in scheduled group consultations” ($\bar{x} = 3.92$), though still high, indicated that the regular scheduling of consultations could be improved for consistent participation. These findings align with Leithwood, Harris, and Hopkins (2020), who emphasized that leadership practices promoting collective participation enhance teacher collaboration, trust, and collective efficacy, showing that consultative group decision-making fosters a collaborative and cooperative professional culture among teachers.

Table 1.4 Group-Based Decision-Making Style of School Officers-In-Charge in Elementary Schools

Indicators	SD	Mean
Decisions are made collectively with both the school officer and teachers reaching consensus.	0.66	4.25
Teachers actively participate in proposing solutions or alternatives during decision-making.	0.58	4.39
The school officer encourages shared responsibility in making school decisions.	0.62	4.31
Teachers feel empowered to contribute equally in determining school policies or programs.	0.72	3.56
Major decisions are implemented only after agreement is reached among teachers and the school officer.	0.75	3.63
Grand Mean		4.03 High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.4 shows that the Group-Based Decision-Making Style of school officers-in-charge had an overall mean of 4.03, categorized as “High,” indicating frequent practice of collective participation and shared authority. The highest indicator, “Teachers actively participate in proposing solutions or alternatives during decision-making” ($\bar{x} = 4.39$), fell under the Very High category, showing strong teacher engagement and empowerment. The lowest indicator, “Teachers feel empowered to contribute equally in determining school policies or

programs” ($\bar{x} = 3.56$), though still high, suggested that some teachers perceived unequal influence, highlighting room for improvement. These findings align with Nguyen, Harris, and Ng (2021), who emphasized that group-based and shared decision-making enhances teacher collaboration, professional trust, and collective efficacy, supporting the idea that collaborative leadership strengthens teacher engagement and teamwork while balancing participation remains an ongoing challenge.

Table 1.5 Delegative Decision-Making Style of School Officers-In-Charge in Elementary Schools

Indicators	SD	Mean
The school officer entrusts teachers or committees to make specific decisions independently.	0.83	2.42
Teachers are given authority to implement solutions without direct supervision.	0.66	1.91
The school officer allows teachers to take responsibility for certain school programs or initiatives.	0.92	3.03
Decisions made by teachers are respected and supported by the school officer.	0.86	2.71
Teachers feel they have autonomy to make decisions in areas delegated to them.	0.70	3.30
Grand Mean	2.67	Average

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.5 shows that the Delegative Decision-Making Style of school officers-in-charge had an overall mean of 2.67, categorized as “Average,” indicating that delegation was moderately practiced. While some

authority and responsibility were given to teachers, school officers still retained considerable control, limiting full teacher autonomy and collaborative leadership. The highest indicator, “Teachers feel they

have autonomy to make decisions in areas delegated to them" ($\bar{x} = 3.30$), suggested reasonable independence, whereas the lowest, "Teachers are given authority to implement solutions without direct supervision" ($\bar{x} = 1.91$), indicated that close oversight remained common. These findings align with Lin (2022), who reported that distributing leadership responsibilities and supporting

teacher autonomy enhances collaboration, engagement, and professional innovation. The moderate level of delegation observed in this study highlights the potential for strengthening teacher empowerment and collaborative decision-making in elementary school leadership.

Table 1.6 Summary of the Decision-Making Style of School Officers-In-Charge in Elementary Schools

Components	Mean	Interpretation
Autocratic Decision-Making	1.87	Low
Consultative (Individual) Decision-Making	2.14	Low
Consultative (Group) Decision-Making	3.99	High
Group-Based Decision-Making	4.03	High
Delegative Decision-Making	2.67	Average
Grand Mean	2.94	Average

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.6 summarizes the Decision-Making Styles of school officers-in-charge, showing an overall mean of 2.94, categorized as "Average," indicating that a mix of leadership approaches was moderately practiced. Group-oriented styles—Consultative (Group) ($\bar{x} = 3.99$) and Group-Based ($\bar{x} = 4.03$)—were rated High, reflecting frequent teacher engagement in collective discussions and consensus-building. In contrast, Autocratic ($\bar{x} = 1.87$) and Consultative (Individual) ($\bar{x} = 2.14$) styles were Low, suggesting limited unilateral

decision-making or one-on-one consultations, while Delegative ($\bar{x} = 2.67$) was Average, indicating moderate teacher autonomy. These results align with Hsieh, Chen, and Li (2023), who found that participative and distributed leadership fosters teacher collaboration, professional engagement, and collective innovativeness. The study suggests that strengthening group-based and participatory decision-making can further enhance collaborative practices and professional relationships among teachers in elementary schools.

Table 2.1 Level of Teacher Collaboration in Terms of Instructional Planning

Indicators	SD	Mean
Teachers plan lessons and instructional materials together.	0.75	1.88
Teachers coordinate strategies to align learning objectives across classes.	0.71	2.01
Teachers share teaching resources and methods with colleagues.	0.88	2.36
Teachers discuss ways to address students' learning needs collaboratively.	0.69	3.47
Teachers review and improve lesson plans as a team.	0.84	2.09
Grand Mean		2.36 Low

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 2.1 shows that the Level of Teacher Collaboration in Instructional Planning had an overall mean of 2.36, categorized as Low, indicating that teachers rarely engaged in joint lesson preparation and coordination of instructional activities. The highest indicator, "Teachers discuss ways to address students' learning needs collaboratively" ($\bar{x} = 3.47$), fell in the High category, suggesting that teachers were more likely to collaborate when focusing on student challenges. The lowest indicator, "Teachers plan lessons and instructional

materials together" ($\bar{x} = 1.88$), indicated very infrequent joint lesson planning, reflecting a tendency for teachers to work in isolation.

These findings align with Vangrieken, Dochy, Raes, and Kyndt (2015), who noted that while teacher collaboration benefits instructional coherence and professional learning, it often remains superficial, with deeper joint planning requiring structural support, clear goals, and shared understanding among educators.

Table 2.2 Level of Teacher Collaboration in Terms of Classroom Management

Indicators	SD	Mean
Teachers coordinate strategies to manage student behavior across classes.	0.75	3.18
Teachers support each other in implementing classroom rules and routines.	0.71	3.93
Teachers observe and provide feedback on each other's classroom practices.	0.88	2.80
Teachers share techniques for engaging students effectively.	0.69	3.37
Teachers collectively address classroom challenges to maintain a positive learning environment.	0.84	3.90
Grand Mean		3.44 High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”4.21 – 5.00 “Very High”

Table 2.2 shows that the Level of Teacher Collaboration in Classroom Management had an overall mean of 3.44, categorized as High, indicating that teachers frequently worked together to manage classroom environments. The highest indicators, “Teachers support each other in implementing classroom rules and routines” ($\bar{x} = 3.93$) and “Teachers collectively address classroom challenges to maintain a positive learning environment” ($\bar{x} = 3.90$), reflected strong teamwork and peer support in maintaining consistent and effective classroom practices. The lowest indicator, “Teachers observe and

provide feedback on each other's classroom practices” ($\bar{x} = 2.80$), suggested that peer observation and feedback occurred less often, limiting opportunities for professional learning.

These findings align with de Jong, Meirink, and Admiraal (2022), who reported that structured teacher collaboration in shared problem-solving and classroom management enhances instructional environments, promotes professional growth, and fosters collective approaches to school challenge.

Table 2.3 Level of Teacher Collaboration in Terms of Professional Development

Indicators	SD	Mean
Teachers participate in peer mentoring or coaching activities.	0.69	3.83
Teachers share learning from trainings and workshops with colleagues.	0.79	3.91
Teachers encourage each other to develop professionally.	0.91	3.94
Teachers collaborate in school-based professional learning initiatives.	0.72	4.00
Teachers seek advice or guidance from colleagues to improve teaching practices.	0.80	3.88
Grand Mean		3.91 High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”4.21 – 5.00 “Very High”

Table 2.3 shows that the Level of Teacher Collaboration in Professional Development had an overall mean of 3.91, categorized as High, indicating that teachers frequently engaged in collaborative professional learning activities. The highest indicator, “Teachers collaborate in school-based professional learning initiatives” ($\bar{x} = 4.00$), demonstrated consistent participation in structured professional development, while “Teachers encourage each other to develop professionally” ($\bar{x} = 3.94$) reflected strong peer support.

The lowest, “Teachers participate in peer mentoring or coaching activities” ($\bar{x} = 3.83$), although slightly less frequent, still indicated high collaboration. These findings align with Khasawneh et al. (2023), who reported that collaboration in professional learning communities enhances teacher growth, instructional skills, and collective expertise, suggesting that collaborative professional development strengthens teacher competencies and improves overall instructional quality.

Table 2.4 Level of Teacher Collaboration in Terms of Decision-Making Participation

Indicators	SD	Mean
Teachers are involved in planning and implementing school programs.	0.74	4.03
Teachers contribute suggestions in meetings regarding school policies.	0.67	4.00
Teachers are consulted before changes in school regulations or procedures.	0.67	3.79
Teachers participate in committees or task forces that make school decisions.	3.99	0.68
Teachers' opinions are considered when decisions affect their work or students.	0.65	4.01

Grand Mean	3.97 High
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Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.4 shows that the Level of Teacher Collaboration in Decision-Making Participation had an overall mean of 3.97, categorized as High, indicating that teachers were actively involved in school decision-making processes. The highest indicators, “Teachers are involved in planning and implementing school programs” ($\bar{x} = 4.03$) and “Teachers’ opinions are considered when decisions affect their work or students” ($\bar{x} = 4.01$), reflected frequent engagement and acknowledgment of teacher input, while the lowest,

“Teachers participate in committees or task forces that make school decisions” ($\bar{x} = 3.99$), although slightly lower, still indicated high participation. These findings align with Tikiawati and Sulistyaningrum (2024), who found that active teacher involvement in school decision-making enhances collaboration, professional ownership, and inclusive school culture, suggesting that participatory structures support meaningful teacher engagement and shared responsibility in school governance.

Table 2.5 Summary of the Level of Teacher Collaboration

Components	Mean	Interpretation
Instructional Planning	2.36	Low
Classroom Management	3.44	High
Professional Development	3.91	High
Decision-Making Participation	3.97	High
Grand Mean	3.42 High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.5 shows that the overall Level of Teacher Collaboration had an average mean of 3.42, categorized as High, indicating that teachers frequently engaged in collaborative practices. The highest components were Decision-Making Participation ($\bar{x} = 3.97$) and Professional Development ($\bar{x} = 3.91$), reflecting active involvement in planning school programs, contributing to policies, and participating in structured professional learning. Classroom Management ($\bar{x} = 3.44$) also showed strong cooperation in coordinating student behavior and addressing challenges. In contrast,

Instructional Planning ($\bar{x} = 2.36$) was Low, suggesting that joint lesson planning and sharing of teaching resources occurred less often. These findings align with Baroroh, Bunyamin, and Sudana (2025), who reported that collaborative school cultures, particularly through professional learning communities, shared problem-solving, and peer support, enhance teacher engagement, collective efficacy, and instructional quality. The lower collaboration in instructional planning highlights a key area for improvement to further strengthen teacher teamwork and instructional coherence.

Table 3. Test of Significant Relationship Between the Decision-Making Styles of School Officers and Teacher Collaboration in Elementary School

Test Variables	Spearman rho	P value	Decision
Decision-making Style and Teacher Collaboration	0.035	0.701	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 shows the Test of Significant Relationship between the Decision-Making Styles of School Officers and Teacher Collaboration, revealing a correlation coefficient (r) of 0.035 with a p -value of 0.701. This indicates a very weak positive relationship that is not statistically significant, leading to the retention of the null hypothesis. The finding suggests that the decision-making styles of school officers — whether autocratic, consultative, group-based, or delegative — did not significantly influence overall teacher collaboration in

instructional planning, classroom management, professional development, or decision-making participation. This implies that teacher collaboration may be shaped more by other factors such as school culture, peer support, professional development opportunities, or individual teacher characteristics rather than leadership style alone. These results are consistent with Hsieh, Chen, and Li (2023), who reported that the impact of leadership styles on teacher collaboration varies depending on the type of leadership and

contextual factors, with distributed leadership showing stronger associations, but overall effects mediated by teacher self-efficacy and collective innovativeness. This helps explain why overall decision-making styles in the present study did not significantly predict levels of teacher collaboration.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

Decision-Making Styles of School Officers. The overall average mean for the decision-making styles of school officers was 2.94, interpreted as Average. Among the different styles, Group-Based Decision-Making (4.03) and Consultative (Group) Decision-Making (3.99) were rated High. Delegative Decision-Making scored 2.67, interpreted as Average, while Autocratic Decision-Making (1.87) and Consultative (Individual) Decision-Making (2.14) were rated Low.

Level of Teacher Collaboration. The overall average mean for teacher collaboration was 3.42, interpreted as High. Decision-Making Participation (3.97) and Professional Development (3.91) were rated the highest, Classroom Management scored 3.44 (High), and Instructional Planning (2.36) was rated Low.

Relationship Between Decision-Making Styles and Teacher Collaboration. The correlation analysis yielded an r-value of 0.035 and a p-value of 0.701, indicating a very weak positive relationship that was not statistically significant, and the null hypothesis was retained.

Conclusions

The analysis revealed that the relationship between the decision-making styles of school officers and teacher collaboration in public elementary schools was very weak and not statistically significant, resulting in the retention of the null hypothesis. This indicates that variations in how school officers make decisions—whether autocratic, consultative, group-based, or delegative—did not have a measurable effect on the overall level of teacher collaboration. Among the different decision-making styles, school officers most frequently practiced group-based and consultative (group) approaches, emphasizing collective discussions and shared responsibility in decision-making processes. Delegative decision-making was applied to a moderate extent, allowing teachers some autonomy in specific tasks, while autocratic and consultative (individual) decision-making were the least employed. In terms of

teacher collaboration, the overall level was high, particularly in areas such as participation in decision-making, professional development, and classroom management, reflecting active engagement among teachers in school governance, professional learning initiatives, and coordination of classroom practices. Instructional planning, however, was less frequently practiced, suggesting that collaborative lesson planning and alignment of teaching objectives occurred at a lower level. These findings provide a comprehensive overview of the prevailing decision-making behaviors of school officers and the patterns of teacher collaboration in the elementary schools studied.

Recommendations

School Officers-in-Charge and School Administrators. School officers should reflect on their current decision-making approaches and consider prioritizing group-based and consultative decision-making strategies to promote a collaborative school environment. They are encouraged to actively involve teachers in discussions, solicit input on school policies, and delegate responsibilities where appropriate. Regular team meetings, participative decision-making sessions, and structured professional learning communities can be implemented to strengthen teacher engagement and shared responsibility. School administrators may also adopt intervention programs or management tools designed to guide consistent and inclusive decision-making practices, thereby improving administrative effectiveness and fostering a positive, collaborative school culture.

Teachers. Teachers are encouraged to actively participate in decision-making processes, professional development programs, and collaborative activities related to instructional planning and classroom management. By engaging in these collaborative practices, teachers can strengthen collegial relationships, contribute meaningfully to school governance, and enhance overall professional satisfaction. Teachers may also be encouraged to initiate peer mentoring, share instructional strategies, and collectively address challenges to improve student learning outcomes and maintain a unified approach to classroom management.

School Learners. Although indirect, students will benefit from strengthened teacher collaboration supported by effective leadership. Schools are encouraged to implement systems that ensure consistent

instructional practices, coordinated classroom management, and collaborative lesson planning. Such practices can provide students with enriched learning experiences, smoother transitions between grade levels, and a more positive and supportive school climate conducive to academic growth and holistic development.

Division and District Education Supervisors. Supervisors are recommended to use the findings as a guide for designing leadership training programs, mentoring initiatives, and professional development workshops focused on participative and collaborative leadership. Policies and guidelines should be developed to encourage school officers to employ decision-making styles that enhance teacher collaboration. Supervisors may also monitor and evaluate the implementation of these programs to ensure continuous improvement in school leadership and collaborative practices.

Future Researchers. Researchers are encouraged to use the findings of this study as a foundation for further investigations on the interplay between school leadership, decision-making styles, and teacher collaboration. Future studies may explore additional factors influencing teacher collaboration, such as school culture, professional learning communities, or organizational structures, and may develop and test intervention programs aimed at enhancing both leadership practices and collaborative teaching. Comparative studies across different educational levels or regions could also expand the understanding of effective leadership and collaborative strategies in elementary education.

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