



DISTRIBUTED LEADERSHIP, INTERPROFESSIONAL COLLABORATION AND JOB SATISFACTION AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract: *Cultivating distributed leadership, interprofessional collaboration, and job satisfaction of teachers is critical to changing schools towards receptive education. Mainly, elementary teachers are expected to build solid educational foundations. Hence, this study investigated the correlation of distributed leadership, interprofessional collaboration and job satisfaction among public elementary school teachers in Morong Bataan towards a proposed intervention plan. A descriptive correlational study was employed. The results showed that the perception of the respondents on the distributed leadership of superiors at work in terms of support, supervision, and coherent leadership team had a general description of "Strongly Agree." Also, the respondents' interprofessional collaboration in terms of partnership and coordination had a general description of "Strongly Agree", while cooperation was described as "Agree." Moreover, the respondents' level of job satisfaction in terms of affective domain and evaluation was described as "Strongly Agree," while the cognitive domain had a general description of "Agree." Lastly, the job satisfaction level of public elementary school teachers has a significant relationship with their perceived distributed leadership and interprofessional collaboration at work. Based on the findings, the following are recommended: first, the superiors should support teachers in achieving the school's mission. Likewise, evaluating the status of teachers and facilitating group forums. Moreover, exemplify more coherent leadership by echoing new learnings from seminars in the classroom. In addition, teachers should listen more to concerns and suggestions and encourage one another at work. Likewise, teachers should cooperate more on establishing trust through sharing the power for decision-making and communicating openly and instantaneously. Regarding the job satisfaction level, the respondents should work out to elevate their thinking on being effective teachers in school.*

Keywords: *Distributed Leadership, Interprofessional Collaboration, Job Satisfaction, Descriptive-Correlational, Morong, Bataan*

INTRODUCTION

In modern professional settings with rapid technological improvements and strong reliance on it, employee interactions are crucial, especially in education (Peccei & Decramer, 2022). A large amount of the budgets of commercial and public educational institutions goes toward improving employer-employee relations. According to research, harnessing this part of work dynamics boosts productivity. The education industry strives to strengthen school administrator and teacher leadership and collaboration (Torres, 2019). Torres (2019) examined teachers' classroom job satisfaction, professional cooperation, and dispersed leadership. Work happiness and teachers' views of distributed leadership were strongly correlated in this study. Professional collaboration also mediated this relationship. Other variables like school violence and delinquency hurt instructors' job satisfaction. Finally, socioeconomic status did not predict teachers' job satisfaction. Numerous studies demonstrate the importance of leadership styles in organizational effectiveness across several industries (Altmay et al., 2020). Recent trends include studying school leadership styles (Syakur et al., 2020). Kilicoglu (2018) studied the premise that leadership must be present to improve classroom learning. Interprofessional collaboration in schools involves educators, social workers, and other professionals from other fields (Stone & Charles, 2018). This is necessary to improve student learning. Interprofessional collaboration means teachers sharing their practice. Amir et al. (2021) found that shared competence, principle support, and teacher cooperation predicted work satisfaction. Borg and Drange (2019) suggested that educational interprofessional collaboration research should be expanded, particularly for multi-profession collaborations. At university and public school levels,



Pfeiffer et al. (2019) recommend structural transformation in professional interprofessional collaboration. Students must integrate collaborative learning across programs and colleges. Relevant stakeholders are thought to oversee educational activities to achieve consistently favorable results and establish a proactive, high-quality educational system that helps people, communities, and countries. Supervisors' assessments of instructors assist them achieve this aim by providing the support they need. It lets students examine and critically assess the pros and cons of different instructional styles to ensure success (Ngole & Mkulu, 2021). Educational monitoring is needed to meet students' needs and develop teachers (Mulatu, 2016; Ampofo et al., 2019).

Additionally, supervision is seen as an educational leadership style focused on behavior and process. The integration of digital technologies has been extensively analyzed for its influence on educational quality. Timotheou et al. (2022) suggest that educational institutions must investigate which digital transformations yield positive learning outcomes, highlighting the need for targeted investments in technology to support pedagogical improvements. This underscores the critical role of organizational capacity to innovate and adapt, as effective implementation of technology in classrooms has shown a strong relationship with improved teaching quality and student engagement. Numerous countries are reforming educational supervision because they recognize its effectiveness in overseeing and enhancing education (Murage et al., 2017). Instructional supervision can improve classroom practice and student performance, making it more important (Mulatu, 2016). Ampofo et al. (2019) found that direct supervision from school heads positively influences teacher performance by encouraging effective lesson delivery and fostering good instructional practices. Principal supervision encompasses various dimensions, including planning, implementing, and evaluating instructional practices to foster teacher effectiveness. Sulaeman et al. (2023) highlight the necessity of establishing clear objectives for academic supervision to improve teacher quality, framing supervision as an essential component of professional development. They are essential for efficient use of people and material resources and school operations. Shurr et al. (2021) identify that teachers report a significant need for PD focusing on individualized curriculum development and inclusive practices. The key elements are familiarity with similar methods, extensive supervision training, consistency, duration, instructor demands, a variety of methods, and a grasp of the supervising process. According to Mensah et al. (2020), interpersonal interactions are the main benefit of educational supervision in Ghana because they are important for high-quality results. Furthermore, the role of instructional supervision extends to enhancing teachers' professional competence. Alonge et al. (2021) argue that regular supervision directly correlates with improved student academic performance, emphasizing that consistent oversight provides the guidance necessary for achieving educational objectives. These include in-service training, instructional observation, instructor performance evaluation, new hire orientation, and timeliness monitoring. Failure to take lecture notes, wasteful use of class time, tardiness, and absences show educators' unfavorable attitudes (Osei et al., 2020). Examinee and teacher misconduct, high school dropout rates, and large-scale student migrations are school administrator issues (Kirimu et al., 2017). According to Onyali and Akinfolarin (2017), administrators may need to mentor new teachers and involve them in school rule creation, which may hinder a successful induction process. Supervisors' tendency to find faults, teachers' lack of motivation, inadequate refresher courses and other training, teacher classification, and uneven funding for in-service capacity-building training also hinder supervision. Democratic leadership includes distributed leadership (Jambo & Hongde, 2020). This leadership involves two or more principals (Kilicoglu, 2018). Distributed leadership, according to Kilicoglu (2018), is an alternative to charismatic leadership, which inspires followers to achieve the organization's goals. This leadership affects student results more than top-down leadership. Distributed leadership can alter educational and organisational



culture (Avisar et al., 2017). Dispersed leadership may challenge school hierarchies and widen leadership beyond traditional responsibilities, according to Kilicoglu (2018). Kilicoglu (2018) states that various empirical studies on distributed leadership can illuminate educational leadership literature (Joo, 2020; Liu et al., 2021). Be aware that democratic and scattered leadership differ. Distributed leadership is a well-known phenomenon. Warman et al. (2021) illustrate that employing a combination of democratic and shared leadership styles can lead to authentic partnerships between principals and teachers, which are crucial for developing effective supervision strategies. In Southern Tulare County, California, many instructors report moderate to high work satisfaction. Teacher job satisfaction improves student progress, learning environment, teacher retention, and instructional efficacy, according to Stoll-Lollis (2015). Six government secondary schools in Penampang, Sabah, Malaysia, engaged in research. Responsibility is the main aspect affecting instructors' job happiness. Job satisfaction among instructors varied statistically by length of service at their current school. Professional teachers' demeanor makes Sabah's secondary schools welcoming. The results demonstrate that a supportive workplace is crucial (Ghavifekr et al.; N.S., 2016).

Alam et al. (2024) have shown that schools with well-implemented distributive leadership models are more effective and responsive to diverse challenges, particularly in developing nations. This study supports the current research linking distributed leadership to positive school characteristics. (Hairon & Goh, 2014) discuss how this "concertive action" model captures the essence of holistic leadership, where the combined efforts of individuals yield outcomes that exceed the sum of their parts. This is indicative of how holistic practices improve collaboration and collective problem-solving in educational institutions. The holistic view holds that dispersed leadership affects all school decision-making (Torres, 2019). Moreover, Higgins & Bonne (2011) emphasize that leadership configurations within instructional environments directly impact teaching and learning outcomes. By actively engaging multiple stakeholders in leadership roles, schools create a supportive infrastructure that fosters innovation and responsiveness to diverse educational challenges. It also appoints qualified school leaders as needed. Studies show that distributed leadership entails cross-border communication. To improve the school's academic potential (Heck & Hallinger, 2014), employees' job dedication (Hulpia et al., 2012), and leadership, knowledgeable and talented people collaborate. Gronn (2015) highlighted key dispersed leadership theory elements. Gronn (2015) says schools decentralize leadership. It means each teacher leads in some way in school. It should be noted that this does not mean everyone should lead, but that school leadership may be more democratic and group-based. According to Gronn (2015), leadership is mostly a communal phenomenon that develops through an organization's joint efforts. Turkish primary science instructors also feel accomplished. According to (Torres, 2017), when teachers experience high job satisfaction, they are more likely to embrace leadership roles and work collaboratively with peers. This relationship suggests that fostering a supportive and fulfilling work environment is essential for teachers to feel empowered to engage in leadership activities. The survey sampled 570 southern Chinese primary school teachers. Researchers found that distributed leadership indirectly affects teachers' self-efficacy. Results emphasise decentralized leadership and primary trust in China. The consequences for leadership improvement are discussed. Research by Bush & Ng (2019) supports the notion that aligning leadership models with localized needs and cultural contexts is essential for effective educational governance. This adaptation ensures that distributed leadership structures are grounded in the specific realities faced by educators, increasing their effectiveness. This study evaluates educators' distributed leadership views by gender, professional experience, qualifications, school type, and geography. 150 Bhutanese teachers from 44 schools in seven districts with certificates or master's degrees were chosen. These teachers were asked to take the Distributed Leadership Readiness Scale. Shared responsibility and distributed leadership



had the most teacher participation and the least engagement. Bangs and Frost (2015) evaluated self-efficacy, distributed leadership, and non-positional teacher leadership. Bangs and David (year) argue that exploiting the teaching profession's potential is crucial to improving education systems and providing high-quality education to all students. The authors' teacher leadership model stresses teachers' inspiration and desire to enable revolutionary change, unlike hierarchical institutions. This approach is morally driven. The authors briefly discuss self-efficacy and teacher leadership before beginning their analysis. The OECD's Teaching and Learning International Survey (TALIS) examined instructors' self-efficacy. This study analyzed teacher union policies to help them improve members' confidence, professional knowledge, self-efficacy, and professional development. How teachers helped create the authorized curriculum is the key issue. (Abendaño, 2024) highlights that the role of professional learning communities is integral in cultivating this commitment, as they provide platforms for collaborative learning and shared goals among educators. The study included data from 812 middle school teachers from 18 schools in a northern Chinese metropolis. The study found a high correlation between teachers' change-orientedness and distributed leadership. This discovery improves teaching methods in similar situations and helps us understand the effects of distributed leadership across cultures. Hallinger and Heck (2015) say scattered leadership has developed quickly. It began as a theoretical study of school organization social influence. However, it has become a generally accepted leadership reform principle. Increasing numbers of educational institutions and systems promote distributed leadership. State education authorities and national education associations are increasingly promoting this technique. As class size and weekly hours increase, primary science teachers' emotional tiredness and job satisfaction decline. Teacher control, professional community, and cooperation affect satisfaction. Teachers' collaboration, work satisfaction, and classroom rule management are stronger in schools with poorer professional communities Naser & Jiroudi (2016) focus specifically on the media industry, their broader implications suggest that the work environment significantly affects job performance and satisfaction, indicating that supporting faculty through optimal working conditions can lead to improved satisfaction levels that reflect positively on teaching efficacy. Pan et al. (2015) found the strongest link between organizational support and job satisfaction.

Recently, the educational system has opened new avenues for leading and directing schools based on the shared duties of all learning community members in a participative atmosphere, according to Delgado (2014). Kilicoglu (2018) states that school administrators cannot build schools alone; parents, teachers, and students must participate in planning and implementation. Delgado (2014) found that democratic leadership solves educational problems. Democratic schools can solve their problems by improving their leaders' leadership skills through student involvement (Santos & Cervi, 2022). Democratic schools allow everyone to make important decisions. Kilicoglu (2018) also found that democratic leadership practices improve educational institutions best. There are various reasons the researcher chose this path. Such initiatives should focus on creating a common understanding of distributed leadership practices among school administrators and staff, fostering a culture conducive to collaboration and shared responsibility (Aziz (2022). Distributed leadership must first be defined clearly and generally. Second, distributed leadership techniques and effects need more empirical data. Previous studies established a link between remote relationships and teamwork. Distributed leadership requires collaboration and collegiality, according to Harris's 2014 study. Harris (2014) stressed that distributed leadership is different from and more important than reciprocal cooperation among instructors. Moreover, Brandstorp et al. (2015) demonstrate that effective leadership practices emerge through collaborative interactions during team training, illustrating how leadership is not merely a static quality associated with specific individuals, but a dynamic and evolving process. Unlike teamwork, collegiality, and cooperation, distributed leadership is an effect of an activity, not just a



name for a school activity, according to Harris (2014). Thus, Harris and Lambert (2013) suggested that not all collaborative activities lead to distributed leadership. Quality of involvement and skillfulness contribute to distributed leadership. These early studies showed that various leadership approaches in schools are effective, but little is known about how distributed leadership and interprofessional collaboration affect public educator job satisfaction. This study examines how dispersed leadership and interprofessional teamwork affect public school teachers' work satisfaction. In Batangas City, Philippines, the Lyceum of the Philippines University measured nonteaching staff job satisfaction. According to the survey, LPU-Batangas personnel had good job satisfaction in motivation and maintenance/hygiene. A study by (Bakr et al., 2019), reinforces the idea that leadership support and work conditions are significantly correlated with job satisfaction among educational staff. According to a Philippine study, female teachers with Master's degrees and nine years of experience were happier in their jobs. Research by Tsai and Chang indicates that the psychological state of employees can profoundly influence their job satisfaction, particularly noting how workplace bullying detracts from satisfaction levels (Tsai & Chang, 2022). It is widely accepted that education and experience are the key to higher-education administrator success. Leadership styles also significantly impact workplace satisfaction; as highlighted by Specchia et al., different leadership styles can either positively or negatively affect job satisfaction levels among nursing professionals (Specchia et al., 2021).

This study emphasizes the necessity to examine distributed leadership and interprofessional collaboration in the workplace, specifically primary teacher job satisfaction. This study is important for post-pandemic schooling. This study attempts to increase school teachers' leadership, cooperation, and job happiness through an intervention technique.

METHODOLOGY

Respondents' Perceived Distributed Leadership of Superiors at work

The respondents' distributed leadership of superiors at work, was described in support, supervision, and coherent leadership team. A general weighted mean of 4.22 indicates that respondents strongly agree that superiors provide support to the respondents. Meanwhile, a general weighted mean of 4.24 only indicates that the respondents strongly agree that superiors exercise their supervision skills. Moreover, a general weighted mean of 4.23 denotes that respondents strongly agree on the coherent leadership skills of superiors as part of their distributed leadership. (Jeremiah et al., 2019) examine the role of school leadership in influencing educators' job satisfaction, which is closely tied to the support and recognition they receive from administrators. While De Castro (2022) argues that due to the considerable degree of administrative and supervisory competence exhibited by the school heads in the East Rosario District, a necessity arises for developing a Supervisory and Administrative Plan Exemplar. Additionally, Tyagi (2019) researched how academic supervision and support provided by educational authorities affected teachers' professional growth and the quality of teaching-learning in senior secondary government and private-aided schools. Lastly, Okiri & Hercz (2024) highlight the importance of distributed leadership within preservice teacher education. Additionally, within this group of leaders, there should be a consensus on the school's goals. The research findings indicate that respondents strongly agreed on the importance of coherent leadership to these variables.

Respondents' Interprofessional Collaboration

Respondents' interprofessional collaboration at work was described as partnership, cooperation, and coordination. A general weighted mean of 4.27 indicates that respondents strongly



agree that partnership as interprofessional collaboration in school is evident. Likewise, a general weighted mean of 4.19 can be interpreted that respondents agree that cooperation is evident. In addition, a general weighted mean of 4.21 shows that respondents strongly agree that interprofessional collaboration in terms of coordination is evident. In order to build creative teaching and learning communities where there is a connection between theory and practice and between practitioners and those involved in scholarly research, the OECD (2105) argues that partnerships are essential. Although this is agreed upon in theory, operating optimal teachers' collaborations and maximizing learning via them may be complicated. On another note, research by (Silver & Leslie, 2017) reflects how interprofessional education effectively prepares healthcare professionals to tackle complex health issues through collaborative skills.

Respondents' Level of Job Satisfaction

Respondent's job satisfaction is described in terms of the affective, cognitive, and evaluation. A general weighted mean of 4.31 indicates that at an affective level, respondents strongly agree that they are satisfied with their teaching job. While, a general weighted mean of 4.19 shows that at a cognitive level respondents agree that they are satisfied. Lastly, a general weighted mean of 4.27 indicates that respondents strongly agree that in terms of their evaluation, respondents are satisfied in their teaching job. Satisfied teachers exhibit more career commitment and are less likely to quit the field (Blömeke et al., 2017), which is particularly important during periods of high teacher turnover. Likewise, Bachtiar et al. (2018) said that coworkers must help one another. The members' unity will significantly impact the organization because they will take ownership of their acts. To raise teachers' self-esteem and give them a sense of job stability, school administrators must see that those who conduct excellent work in the classroom receive the proper compliments. The school level is influenced by two primary variables: pupils and management. Workplace considerations encompass several elements, such as the conducive environment for professional development, work-related stress levels, knowledge-sharing opportunities, etc. According to the research conducted by the Beijing Normal University Teachers' Labor Market Research Group et al. (2021).

Correlation of Job Satisfaction Level of Public Elementary School Teachers to the Distributed Leadership and Interprofessional Collaboration at Work

Specifically, the level of job satisfaction at an affective domain is significantly correlated with high positive correlation to distributed leadership in terms of support, supervision, and coherent leadership team. Moreover, job satisfaction at an affective level has a high positive significant correlation with interprofessional collaboration in terms of partnership, cooperation, and coordination. Likewise, the respondents' job satisfaction level at cognitive domain has a high positive significant correlation with the respondents perceived distributed leadership in terms of coherent leadership team. A moderate significant correlation is observed between respondents' cognitive level of job satisfaction and distributed leadership in terms of support and supervision. Moreover, the cognitive level of job satisfaction of the respondents has a high positive significant correlation with their interprofessional collaboration in terms of partnership, cooperation and coordination. Also, evaluation level of job satisfaction of the respondents has a significant high positive correlation with distributed leadership in terms of coherent leadership team. Likewise, a moderate positive significant correlation can be observed between evaluation level of job satisfaction and distributed leadership in terms of support and supervision. In addition, evaluation level of job satisfaction has a high positive significant correlation to interprofessional collaboration in terms of partnership, cooperation and coordination. In general, respondents' level of job satisfaction has a high positive significant correlation with the distributed leadership in terms of supervision, coherent leadership team, and interprofessional



collaboration in terms of partnership, cooperation and coordination. Meanwhile, respondents' job satisfaction positively correlates with distributed leadership regarding support. This result implies that job satisfaction is positively influenced by a high correlation coefficient by respondents' distributed leadership and interprofessional collaboration. Lopes and Oliveira (2020) discovered a positive correlation between high levels of teacher work satisfaction and teaching effectiveness in their study on a group of Portuguese instructors participating in the TALIS 2013 cycle. According to Zhang and Zeller (2016), teachers who experience satisfaction are more inclined to provide enhanced learning support for their students and deliver a superior level of instruction. A comprehensive international study on school policies revealed significant global trends in job satisfaction, turnover rates, and teaching quality. Approximately 50% of the 25 countries involved in the study expressed concerns regarding recruiting and retaining highly skilled educators (OECD, 2005; Carver-Thomas & Darling-Hammond, 2017, as cited in the United States). Hence, scholars and professionals are keenly interested in identifying the characteristics and circumstances linked to teachers' job happiness. Identifying shared characteristics and conditions linked to teachers' job satisfaction can be found within the contexts of the school and the individual teacher.

Intervention Plan

The intervention plan was constructed to improve the distributed leadership of the school heads in terms of support, supervision, and coherent leadership. Likewise, to address matters on teachers' interprofessional collaborations in terms of partnership, cooperation, and coordination. Lastly, to give attention in improving teachers' job satisfaction in terms of affective, cognitive and evaluation. In general, intervention plans include a goal, intervention strategy, timeline, and progress monitoring method. This intervention plan conveys areas on distributed leadership of school heads, and interprofessional collaboration and job satisfaction of teachers.

CONCLUSION

The results showed that the respondents' perception of the distributed leadership of superiors at work regarding support, supervision, and coherent leadership team had a general qualitative description of "Strongly Agree." Also, the respondents' interprofessional collaboration regarding partnership and coordination had a general qualitative description of "Strongly Agree," while cooperation had a general qualitative description of "Agree." Moreover, the respondents' level of job satisfaction in terms of affective domain and evaluation had a general qualitative description of "Strongly Agree." In contrast, the cognitive domain had a general qualitative description of "Agree." Lastly, the job satisfaction level of public elementary school teachers has a significant relationship with their perceived distributed leadership and interprofessional collaboration at work. This research provides a baseline for a division-wide investigation of the relationship between distributed leadership and interprofessional collaboration in the elementary teachers' job satisfaction level. In addition, this study describes the teachers' perception of distributed leadership, interprofessional collaboration, and job satisfaction in the new normal of education to supplement an intervention plan. Furthermore, although this study exemplified more comprehensive coverage of leadership, collaboration, and job satisfaction, other variables could have given a much more profound comprehension of the subject matter, such as involving other stakeholders like parents and students.

Based on the conclusions of the study, the following recommendations are posited: First, the superiors should be encouraged to give utmost support to teachers in terms of achieving the school's mission, listening to teachers' concerns, and allowing teachers to be in charge of school events. Next, superiors



should be very visible in evaluating the status of teachers and facilitating group forums for the whole school. Also, superiors should exemplify more coherent leadership by echoing new learnings from seminars to the classroom and managing members' membership. Regarding interprofessional collaboration, teachers should listen more to concerns and suggestions and encourage one another at work. Likewise, teachers should cooperate more on establishing trust through sharing the power for decision-making and communicating openly and instantaneously. Regarding the job satisfaction level, the respondents should work out to elevate their thinking on being effective teachers in school, aligning their thoughts on what people see as a teacher, having a self-sustaining job, making them feel happy while teaching and achieving self-fulfillment in teaching. The Division Office may use this study to develop an intervention plan to improve distributed leadership, interprofessional collaboration, and job satisfaction among schools, leading to a more effective and efficient teaching and learning process. Lastly, other researchers may conduct similar studies considering the perspectives of other stakeholders like students and parents.

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