

Collaborative Leadership and Quality of Work Life of School Heads in Davao Region

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ABSTRACT

Collaborative leadership is expected in an educational system and work environment. However, school heads missed to cater the concerns of leadership skills which is crucial to sustain quality of work life. This study aimed to determine the level of collaborative leadership and quality of work life of elementary school heads of Region XI, Philippines. The results were projected to improve the body of knowledge and resources available for deepening the quality of work life of school heads. The study employed descriptive-correlation survey method through the use of Product-Moment correlation. The respondents of the study were composed of 340 elementary teachers. The results revealed that the level of collaborative leadership and quality of work life of school heads of Region XI were high. The study proved that collaborative leadership and quality of work life of school heads in Region XI were significant and positively related, indicating that the collaborative leadership of school heads were considered significant in promoting quality of work life. It is strongly recommended that school heads play an imperative role and apply collaborative leadership skills to increase the level of happiness a person derives for his career, thus, promoting a congenial environment at the work place.

Keywords: Collaborative Leadership, Quality of Work Life

INTRODUCTION

School administrators manifested sole leadership which they accepted to produce a very impressive outcome as they rule their administration. Collaborative leadership is claimed to be an effective leadership skill in manning an organization. Quality of work life, on the other hand, is a strong predictor of collaborative leadership. Brazer, Rich and Ross (2010) and Bolman and Deal (2008) stipulated that variation in arriving decisions demonstrates that superintendent's choices of involving multiple stakeholders in decision making led to different strategic outcomes, thus, the sincerity of them to work is borne out in committee member's beliefs that they were part of a meaningful process. This is seconded by Polhemus (2010) who said that pushing collaboration beyond committees demonstrated highly developed insights and skills. On the same vein, O'Brien (2008) and Gillon (n.d.) highlighted that "Baby Boomer" administrators placed emphasis on their responses on honesty and trust; working from a moral and ethical compass; being fair and consistent while empowering the staff; protecting people; making feel well supported; and having knowledge of the content, political climate, and community.

The concern of the other people counts most in the collaborative leadership. This strengthens the relationships and develops trust over time. They are sharing duties and functions in arriving decisions starting from the bottom. Kim, Mann and Creasy (2007) elaborated that the idea of distributed or shared responsibility is not only that top executives lead but that leadership can also be exercised throughout an organization. Bennet, Nigel, and Woods (2003) and Carnemolla (2011) explained that distributed leadership model is a perspective on leadership that focuses on the interactions between leaders and followers and emphasizes the importance of the situation in the interactions. This is supported by Ginger (2005) and Bryk & Schneider (2003) that these opportunities support transformational leadership where leaders and teachers are united in pursuit of higher-level goals. These strategies hold great premises for helping schools improve professional practice and student achievement.

The literature review establishes a relationship between collaborative leadership and quality of work life. One finds pleasure in a job and open to stay because the work ability gives satisfaction. Cheung and Tang (2009) argued that the quality of work life had partially mediated the relationship between surface acting and work-to-family interference. It was found out by Sisley and Smollan (2012) that quality of work life correlated negatively with surface acting, but positively with deep acting and expression of natural felt emotional at work. However, the struggle to achieve quality of work life of school heads remains unstable. Several studies have identified parameters of poor quality of work life. Harcar (2007) postulated that work family conflict could be the major determinant of job satisfaction and organizational commitment. This is evident if the family and work life of employees is not balanced whatever leadership

style an organization carries out. The school personnel who are facing work life conflict had decreased job satisfaction and organizational commitment. As a matter of fact, Taylor and De (2006) pointed out that lack of directions has delayed and undermined the development of an inclusive approach to meeting special educational needs.

The scarcity of investigations in terms of quality of work life of school heads provoked the researcher to conduct a study on the relationship between collaborative leadership and quality of work life. This can help to improve the undesirable quality of work life school heads which in turn exude the habit of a progressive administration.

MATERIALS AND METHODS

Descriptive-correlation research method was used to determine the strength of a relationship between variables and how well variables are correlated. Descriptive research as described by Cristensen (2008) provides an accurate picture of the status or characteristics of a situation or phenomena and it focuses on describing the variables that exist in a given situation. There were 340 teachers from Region XI who determined the degree of relationship between collaborative and quality of work life by means of the questionnaire administered to them.

Stratified sampling was used to determine the number of samples for each division. Key (n.d.) revealed that purpose of stratified sampling is to guarantee the desired distribution among the selected subgroups of the population. The sample size of each stratum in this technique as discussed by Castillo (2009) is proportionate to the population size of the stratum when viewed against the entire population. This means that each stratum has the same sampling fraction.

The researcher utilized the Collaborative Leadership Questionnaire developed by the Turning Point National Program Office (1997), University of Washington which is intended to help individuals focus on and evaluate key behaviors that are important to each six practices of effective collaborative leaders. When combined, the questions related to all six practices provided behavioral view of successful collaborative leaders and help individuals assess their collaborative leadership capacity.

The questionnaire adopted Five-point Likert Scale to determine how often the exhibition of behavior. Responses for each item of the indicator of the Collaborative Leadership Questionnaire used the following scale, descriptive equivalent and interpretation, to wit; 4.50—5.00: Very high, which means that collaborative leadership is manifested always; 3.50—4.49: High, which means that collaborative leadership is manifested most of the time; 2.50—3.49: Moderate, which means that collaborative leadership is sometimes manifested; 1.50—2.49: Low, which means that collaborative leadership is seldom manifested; 1.00-1.49: Very low, which means that collaborative leadership is never manifested.

The National Institute for Occupational Safety and Health by Niosh (2002) developed the Quality of Work Life Questionnaire that investigates potentially hazardous working conditions when requested by employers or employees and responsible for conducting research and making recommendations for the prevention of work-related disease and injury. Quality of Work Life Scale is composed of three indicators, namely; job, family, and environment. The questionnaire adopted Five-point Likert Scale to determine how often the exhibition of the behavior.

By using the appropriate statistical tools, Frequency Count and Percentage were used to describe the respondents’ demographic and socio-economic characteristics. Mean was utilized to provide a typical index of the levels of collaborative and quality of work life of school heads in Region XI. Pearson product moment correlation coefficient (Pearson r) was employed to determine if there is a significant relationship between the collaborative leadership and quality of work life of school heads.

RESULTS AND DISCUSSION

The standard deviation in all indicators of strategic leadership reflected in Table 1 is less than 1.00, which is the typical standard deviation for a five-point Likert-scaled study according to Wittink and Bayer (1994). This indicates that there is consistency of responses among the respondents of the study. Table 1 presents the level of collaborative leadership of Region XI school heads. The data revealed that the overall mean is 4.33, described as high which means that the behavior is manifested by school heads most of the time. This means that school heads in Region XI show high collaborative leadership. They accepted the responsibility of building a team with various and diverse goals to accomplish a shared purpose. It can be gleaned that they are banking on the values and peaceful environment to cull out the best potential of people which in turn are their strength. Specifically, they build communication process and assume responsibility for skill development (4.35). Although appeared to be the lowest (4.29) but they continue to utilize tools that are fitted for the information to be gathered.

Table 1. Level of Collaborative Leadership of School Heads

Item	SD	Mean	Descriptive Level
Assessing the Environment	0.63	4.29	High
Visioning and Mobilizing	0.64	4.35	High
Building Trust	0.65	4.35	High
Sharing Power and Influence	0.65	4.34	High
Developing People	0.62	4.35	High
Self-Reflection	0.64	4.31	High
Overall	0.64	4.33	High

The level of quality of work life of school heads was measured through a survey questionnaire with the following indicators: job, family, and environment. Table 2 revealed that the overall mean for the level of quality of work life of school heads is 4.36, described as high which means that the behavior is manifested in most of the time by the school heads. This means that the school heads in Region XI show high quality of work life. They have the responsibility to provide congenial environment. They are confident that the safety of workers is a high priority of the management in the place of work and find easy to take time for personal matters.

Table 2. Level of Quality of Work Life of School Heads

Item	SD	Mean	Descriptive Level
Job	0.59	4.46	High
Family	0.73	4.13	High
Environment	0.60	4.49	High
Overall	0.54	4.36	High

Similarly, Table 3 shows the relationship between collaborative leadership of school heads as an independent variable with the dependent variable which is the quality of work life is found to be significant with a p-value less than 0.05, and $r = 0.808$. This implies that those who are highly collaborative in leading are more likely to have higher quality work life. This yields the rejection of the null hypothesis. The findings indicate that the deeper the school heads manifest collaborative leadership, the more likely they successfully have quality work of life. The findings also suggest that to acquire a deeper essence of collaborative leadership, the school heads must master the six sub-constructs of collaborative leadership namely: assessing the environment, creating clarity, building trust, sharing power and influence, developing people, and self-reflection.

Table 3. Significance on the Relationship Between Collaborative Leadership of School Heads and Quality of Work Life

Collaborative Leadership	Quality of Work Life			
	Job	Family	Environment	Overall
Assessing the Environment	.678* (.000)	0.448 (.000)	0.712 (.000)	0.714 (.000)
Visioning and Mobilizing	0.749* (.000)	0.492* (.000)	0.671* (.000)	0.745* (.000)
Building Trust	0.702* (.000)	0.463* (.000)	0.670* (.000)	0.715* (.000)
Sharing Power and Influence	0.693* (.000)	0.418* (.000)	0.670* (.000)	0.691* (.000)
Developing People	0.727* (.000)	0.496* (.000)	0.757* (.000)	0.771* (.000)
Self-Reflection	0.650* (.000)	0.469* (.000)	0.732* (.000)	0.721* (.000)
Overall	0.779* (.000)	0.517* (.000)	0.781* (.000)	0.808* (.000)

*significant at .05 significance level

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