COLLABORATIVE SCHOOL CULTURES AND CO-CONSTRUCTING THEORY PERSPECTIVE OF SCHOOL HEADS IN THE CITY OF GOODWILL
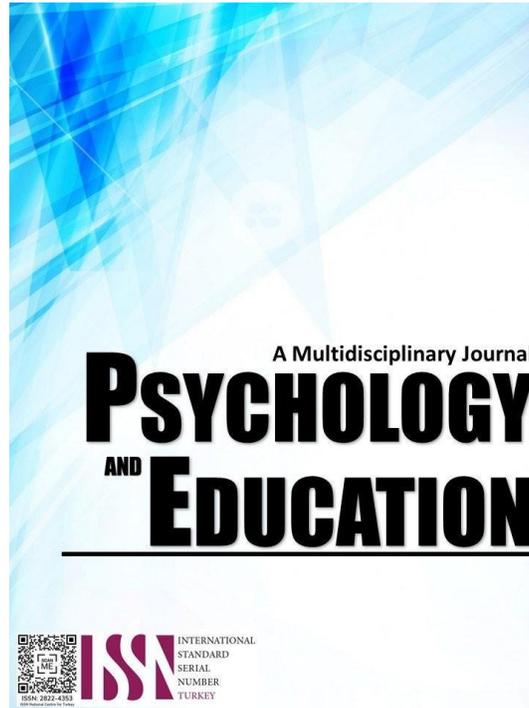
Research Article

Collaborative School Cultures and Co-Constructing Theory Perspective of School Heads in the City of Goodwill

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Abstract

This study investigates the extent to which school heads in primary education foster collaborative school cultures and engage in co-constructing theory perspectives. Employing a descriptive-correlational research design, the research utilized a researcher-modified survey questionnaire that focused on three key areas: demographic profile, leadership practices, and co-constructing theory perspectives. Data were gathered through complete enumeration of all elementary school heads within the division, and Pearson's r correlation was used to assess the relationship between collaborative practices and theoretical perspectives. Findings reveal that school heads excel at fostering social interactions (mean = 4.47) and shared leadership (mean = 4.46), effectively promoting relationship building and participative decision-making. However, broader engagement and support for learning programs require further development. While educators highly value dialogue (mean = 4.37) and reciprocal influence (mean = 4.37), generating innovative ideas and maintaining balanced team dynamics remain significant challenges. Additionally, flexibility in leadership roles (mean = 4.36) is inconsistently implemented, and reflective practices (mean = 4.21) lack sufficient integration within daily routines. Context relevance and peer feedback (mean = 4.36) also need more emphasis to foster creativity and relevance. Objective three highlighted a strong, significant correlation (r = .750, p < .000) between collaborative school culture practices and co-constructing theory perspectives, emphasizing their interconnectedness. While school administrators demonstrate effectiveness in goal-setting and professional development, areas such as stakeholder engagement, structured discussions, and reflective practices require reinforcement. Enhancing these areas can improve leadership efficacy and facilitate the practical application of co-constructing theory, ultimately fostering a more collaborative and innovative school environment.

Keywords: *school heads, collaborative school cultures, co-constructing theory, correlation, Philippines*

Introduction

Promoting students' success and learning depends heavily on school leaders. Over the past ten years, empowering and accountable school leaders has become somewhat fashionable. One way to accomplish this is by co-constructing theories in practice, that is, cooperative learning and problem-solving among school administrators.

Co-construction of practice theories is how school leaders debate and evaluate their practices under shared responsibility for improving student outcomes (Harris & Muijs, 2018). This approach allows school administrators to identify areas needing improvement, test new ideas, and create environments suited for professional development.

Leithwood and Sun (2021) similarly argue that the co-construction of theory in practice increases the efficacy of leadership through shared ownership, collaboration, and learning. They stress how school leaders may produce new knowledge, challenge assumptions, and critically assess with co-construction, thereby enhancing responsibility and student outcomes.

Furthermore, as agreed upon by the authors. Robinson and Timperley (2017) stress that the theory of co-construction is a useful intervention that assists the professional development of school leaders. The intervention guarantees, the authors contend, that school principals participate in meaningful conversations about how they operate share ideas and investigate fresh techniques to enhance teaching strategies and raise student performance.

The Department of Education (2022) has acknowledged at the national level the need for cooperative efforts between educators and school leaders to raise student outcomes. Ramos (2023) states that good school leadership consists of shared vision and group decision-making procedures. This participative approach helps teachers to be more powerful and to encourage creative actions. Research indicates that schools with cooperative cultures have enhanced instruction and higher student performance. For example, research by Llorin (2021) shows that schools with strong collaborative cultures show better teacher and student performance.

Professional growth is essential to provide school managers with the tools to operate in groups. According to the Philippine Institute for Development Studies, targeted training programs on leadership and teamwork activities can help school heads increase their capacity (PIDS, 2022). The success of educational institutions and student accomplishment depends on good school leadership. School leaders must show knowledge in several spheres, including curriculum development, instructional design, and evaluation methods. They are supposed to help and mentor teachers, manage school resources well, and foster a good school environment. The idea of empowering school leaders and encouraging accountability through the pragmatic co-constructing process has recently attracted more attention. Comprehensive studies on the direct influence of the cooperative co-construction of ideas between school administrators and teachers on teacher effectiveness are conspicuously lacking.

These observations prompted the researcher to conduct a study to determine the school heads' practices in fostering collaborative school cultures and their level of co-constructing theory perspectives in the City Schools Division of Tacurong, Sultan Kudarat.

Research Questions

The researcher sought to gain a thorough understanding of the school heads' level of practices in fostering collaborative school cultures and their level of co-constructing theory perspectives. It answered the following questions:

1. What is the level of practice of school heads in fostering collaborative school cultures in terms of:
    1.1 vision setting and communication;
    1.2 creating a supportive environment;
    1.3 encouraging professional development;
    1.4 modeling collaborative behavior;
    1.5 facilitating open communication;
    1.6 empowering teachers and staff;
    1.7 encouraging co-constructive decision-making;
    1.8 providing time and resources for collaboration; and
    1.9 monitoring and evaluating collaborative efforts?
2. What is the level of co-constructing theory perspective of the school heads relative to:
    2.1 social interaction as a foundation;
    2.2 shared responsibilities in learning and leadership;
    2.3 knowledge building through dialogue;
    2.4 reciprocal influence;
    2.5 flexibility roles and shared authority;
    2.6 reflective practices; and
    2.7 context relevance?
3. Is there a significant relationship between the levels of practice of school heads in fostering collaborative school cultures and their co-constructing theory perspectives in elementary education?

Methodology

Research Design

This study employed a descriptive-correlational design as its research methodology. Descriptive correlational research aims to elucidate the relationship between two or more variables without asserting causality (Bhat, 2023). This investigation assessed the correlation between elementary school heads' practices promoting collaborative cultures and their perspectives on co-constructing theories. The results yielded significant insights into the interrelation of collaborative cultures and co-constructing theories, informing future educational practices and policies (Creswell & Creswell, 2018).

Respondents

The respondents were chosen specifically through complete enumeration. In gathering the needed data and information, the principals or school heads of the 24 elementary schools within the City Schools Division of Tacurong provided insights into their leadership practices and strategies for co-constructing educational theories; forty (40) were chosen to participate in this study.

Instruments

The study utilized a with school heads to gain insights into their collaborative processes and leadership practices. The survey questionnaire consisted of three (3) parts. The first part comprised the respondents' demographic profile, including their age, gender, length of service, highest educational attainment, tribal affiliation, and current position.

 To ensure the reliability of the researcher-modified survey questionnaire, a pilot test was conducted to assess its internal consistency and stability. The reliability of the instrument was measured using Cronbach's Alpha, a widely accepted statistical method for evaluating the internal consistency of survey items. A threshold of 0.70 or higher was considered accepatable, indicating that the items within each section of the questionnaire effectively captured intended constructs.

The second part consisted of the questionnaire on the school heads' level of practice in fostering collaborative school cultures, which include vision setting and communication, creating a supportive environment, encouraging professional development, modeling collaborative behavior, facilitating open communication, empowering teachers and staff; encouraging co-constructive decision-making; providing time and resources for collaboration; and monitoring and evaluating collaborative efforts with five (5) questions each.

The third part consisted of a questionnaire on the school heads' level of co-constructing theory perspectives, which include social interaction as a foundation, shared responsibilities in learning and leadership, knowledge building through dialogue, reciprocal influence, flexibility roles, and shared authority, reflective practices, and context relevance with five (5) questions each. The survey

questionnaire was adapted from Mislang-Sison and Junio (2019).

Procedure

The researcher utilized survey questionnaires to collect needed data and information, ensuring a structured approach to the study. Before administering the questionnaires, permission was sought and obtained, adhering to ethical research protocols. Once authorization was granted, the researcher distributed the survey to the identified respondents and systematically gathered the completed questionnaires for statistical analysis, ensuring accuracy and reliability in the research findings.
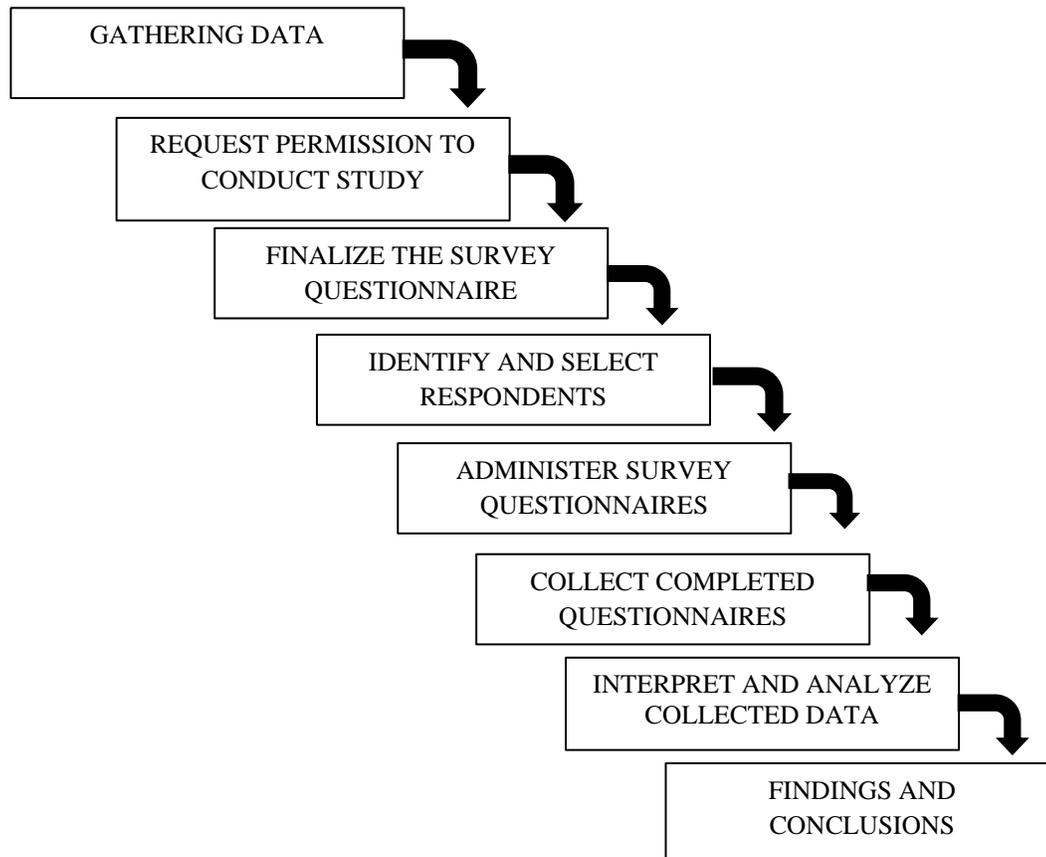
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GATHERING DATA
  → REQUEST PERMISSION TO
    CONDUCT STUDY
    → FINALIZE THE SURVEY
      QUESTIONNAIRE
      → IDENTIFY AND SELECT
        RESPONDENTS
        → ADMINISTER SURVEY
          QUESTIONNAIRES
          → COLLECT COMPLETED
            QUESTIONNAIRES
            → INTERPRET AND ANALYZE
              COLLECTED DATA
              → FINDINGS AND
                CONCLUSIONS
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Figure 2. Waterfall Diagram of the Data Gathering Procedure

Data Analysis

The study employed statistical measures, including the mean, weighted mean, and standard deviation, to assess the school heads' levels of practice in fostering collaborative school cultures and their perspectives on co-construction theory. Additionally, Pearson's r correlation was applied to examine the significance of the relationship between theses leadership practices and theoretical perspectives, providing insights into how collaborative efforts align with co-constructive principles. This approach ensures a comprehensive analysis of the data, highlighting key trends and associations within the study.

Results and Discussion

Table 1 reveals a generally positive assessment of school heads' practices in setting vision and fostering communication for collaborative school cultures, with an overall section mean of 4.42, interpreted as "always." School heads demonstrate a strong grasp of the organizational vision, as evidenced by high mean scores for "clearly understand the organization's vision" (4.57) and "can accurately articulate the organization's vision" (4.5), both interpreted as "always." This indicates that school leaders possess a solid foundation in comprehending and effectively conveying the vision to others.

However, while understanding and communicating the vision are strengths, the findings suggest areas for growth in translating the vision into daily actions and ensuring stakeholder engagement. Lower, though still positive, scores for items such as "ensure that employees have a common understanding of how the vision impacts their roles" (4.4), "align my daily tasks with the stated vision" (4.3), and "ensure that employees or stakeholders have engaged with materials outlining the vision" (4.35) which is also interpreted as

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"always," highlight a need for improved alignment of practices with the vision and increased stakeholder involvement. This implies that while the vision is understood and articulated, there's an opportunity to enhance its practical application and broaden its impact through more active engagement with employees and stakeholders.

Table 1. *School Heads' Practices in Fostering Collaborative School Cultures in terms of Vision Setting and Communication.*

Indicator	Mean	SD	Interpretation
1. clearly understand the organization's vision	4.57	.49	Always
2. can accurately articulate the organization's vision	4.5	.63	Always
3. align my daily tasks with the stated vision	4.3	.67	Always
4. ensure that employees have common understanding how the vision impacts their roles	4.4	.62	Always
5. ensure that employees or stakeholders have engaged with materials outlining the vision	4.35	.61	Always
Section Mean	4.42	.34	Always

Table 2. *School Heads' Practices in Fostering Collaborative School Cultures in terms of Creating a Supportive Environment.*

Indicator	Mean	SD	Interpretation
1. feel supported by managers, peers, and the organization	4.45	.63	Always
2. ensure that employees have access to the tools and resources they need to succeed	4.45	.66	Always
3. ensure that employees feel their contributions are recognized and valued	4.5	.54	Always
4. ensure that employees are comfortable in providing feedback to leadership	4.32	.64	Always
5. ensure that employees feel conflicts are resolved fairly and effectively	4.5	.50	Always
Section Mean	4.44	.36	Always

Table 2 focuses on school heads' practices in creating a supportive environment, a crucial aspect of fostering collaborative school cultures. The overall section mean of 4.44, interpreted as "always," indicates that school heads are generally perceived to be effective in this area. Notably, the highest mean scores are observed for "ensure that employees feel their contributions are recognized and valued" (4.5) and "ensure that employees feel conflicts are resolved fairly and effectively" (4.5), both interpreted as "always." This highlights the importance of recognition and fair conflict resolution in creating a supportive environment.

While the overall perception is positive, there's room for improvement in ensuring employees feel supported by managers, peers, and the organization (4.45), having access to necessary tools and resources (4.45), and being comfortable providing feedback to leadership (4.32), all interpreted as "always." This suggests that while school heads successfully value contributions and resolve conflicts, they could enhance support systems, resource availability, and feedback mechanisms to strengthen the supportive environment further.

Table 3. *School Heads' Practices in Fostering Collaborative School Cultures in Encouraging Professional Development.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers have equal access to professional development programs	4.45	.49	Always
2. ensure that distinct training or development programs are available to employees/teachers	4.57	.66	Always
3. see to it that programs cater to the specific career goals of employees/teachers	4.32	51	Always
4. ensure that annual budget is allocated to professional development	4.30	.60	Always
5. make sure that employees/teachers participate in at least one professional development activity annually	4.47	.54	Always
Section Mean	4.42	.34	Always

Table 1.3 examines school heads' practices in encouraging professional development, a key component of fostering collaborative school cultures. The overall section mean of 4.42, interpreted as "always," suggests that school heads generally support professional growth. Notably, the highest mean score is observed for "ensure that distinct training or development programs are available to employees/teachers" (4.57), interpreted as "always." This highlights a strong focus on providing access to training opportunities, indicating a commitment to the professional development of staff.

However, while access to training is emphasized, there's room for improvement in ensuring that programs are tailored to individual needs and adequately funded. Lower scores for "ensure that employees/teachers have equal access to professional development programs" (4.45), "see to it that programs cater to the specific career goals of employees/teachers" (4.32), and "ensure that annual budget is allocated to professional development" (4.30), all interpreted as "always," suggest a need for more personalized and financially supported professional development initiatives. While employees are encouraged to participate in at least one activity

annually (4.47), which is interpreted as "always," ensuring the programs are relevant and well-funded would further enhance the effectiveness of professional development efforts.

Table 4. *School Heads' Practices in Fostering Collaborative School Cultures in Modeling Collaborative Behavior.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers feel collaboration is within their team	4.25	.73	Always
2. ensure that team members listen to and incorporate diverse perspectives during collaboration	4.47	.54	Always
3. make sure that employees/teachers actively contribute to team projects or brainstorming sessions	4.4	.53	Always
4. see to it that collaborative meetings or workshops include input from all invited participants	4.52	.59	Always
5. ensure that employees/teachers feel their contributions to collaborative efforts are adequately acknowledged	4.42	.58	Always
Section Mean	4.41	.39	Always

Table 4 explores school heads' practices in fostering collaborative school cultures. While the overall section mean of 4.41 indicates that school heads are generally perceived to model collaborative behavior "always," a closer look at individual indicators reveals nuances. The strongest area appears to be "see to it that collaborative meetings or workshops include input from all invited participants," with a mean of 4.52 interpreted as "always."

However, other indicators, such as ensuring that employees/teachers feel collaboration is within their team (mean: 4.25), ensuring that team members listen to and incorporate diverse perspectives during collaboration (mean: 4.47), making sure that employees/teachers actively contribute to team projects or brainstorming sessions (mean: 4.4), and ensure that employees/teachers feel their contributions to collaborative efforts are adequately acknowledged (mean: 4.42), all fall under the "always" interpretation, suggesting that while these practices are present, they lack consistent implementation. These findings highlight areas where school heads can focus on further enhancing collaborative school cultures. By being more deliberate in team-building, consistently valuing diverse viewpoints, fostering psychologically safe environments for active participation, and implementing systematic approaches to acknowledge contributions, school heads can move beyond "always" and create a more consistently collaborative environment. The relatively low standard deviations across the indicators suggest a consensus in perceptions, reinforcing the need for systemic improvements to ensure collaborative practices are consistently modeled.

Table 5. *School Heads' Practices in Fostering Collaborative School Cultures in Facilitating Open Communication.*

Indicator	Mean	SD	Interpretation
1. ensure that communication is open and transparent within the organization	4.45	.49	Always
2. ensure that employees/teachers clearly understand the goals and expectations communicated by leadership	4.55	.58	Always
3. ensure that employees/teachers have sufficient opportunities to voice their opinions	4.4	.62	Always
4. ensure that employees/teachers feel comfortable approaching the management with their concerns	4.62	.57	Always
5. ensure that employees/teachers feel that their input is valued in decision-making processes	4.47	.63	Always
Section Mean	4.50	.41	Always

Table 5 presents findings on school heads' practices in fostering collaborative school cultures through facilitating open communication. The overall mean of 4.50, interpreted as "always," indicates a strong positive perception of school heads' efforts in this area. Notably, school heads are perceived to be highly effective in ensuring that employees/teachers clearly understand goals and expectations (mean: 4.55) and ensure that employees/teachers feel comfortable approaching the management with their concerns (mean: 4.62). These high scores suggest significant strengths in communication clarity and approachability.

However, the indicator related to ensuring open and transparent communication within the organization has a mean of 4.45 interpreted as "always", suggesting that while communication is generally good, it's not consistently perceived as fully open and transparent. Similarly, ensuring that employees/teachers have sufficient opportunities to voice their opinions (mean: 4.4) and ensuring that employees/teachers feel that their input is valued in decision-making processes (mean: 4.47) both fall under the "always" interpretation. These findings indicate that school heads could focus on enhancing communication consistency, creating more robust channels for feedback, and demonstrating how employee/teacher input directly influences decisions to strengthen collaborative school cultures further.

Table 6 presents findings on school heads' practices in fostering collaborative school cultures by empowering teachers and staff. The overall mean of 4.47, interpreted as "always," indicates that while empowerment is generally present, it's not consistently applied across all areas. School heads demonstrate strength in ensuring that teachers and staff feel empowered to do their roles and tasks (mean: 4.55) and ensuring that teachers and staff are involved in decision-making processes (e.g., curriculum design, policy changes) (mean: 4.67),

both interpreted as "always." These high scores highlight effective practices fostering a sense of capability and inclusion in important school matters.

Table 6. *School Heads' Practices in Fostering Collaborative School Cultures in terms of Empowering Teachers and Staff.*

Indicator	Mean	SD	Interpretation
1. ensure that teachers and staff feel empowered to do their roles and tasks	4.55	.54	Always
2. ensure that teachers and staff feel they have the autonomy to make decisions in their daily tasks	4.32	.72	Always
3. ensure that teachers and staff feel their contributions are recognized and valued	4.37	.57	Always
4. ensure that teachers and staff are involved in decision-making processes (e.g., curriculum design, policy changes)	4.67	.51	Always
5. ensure that teachers and staff have access to leadership roles (e.g., department head, project leader)	4.45	.58	Always
Section Mean	4.47	.35	Always

However, ensuring that teachers and staff feel they have the autonomy to make decisions in their daily tasks (mean: 4.32), ensuring that teachers and staff feel their contributions are recognized and valued (mean: 4.37), and ensuring that teachers and staff have access to leadership roles (mean: 4.45) all fall under the "always" interpretation. These findings suggest that while teachers and staff generally feel empowered, there's a need for school heads to focus on providing greater autonomy, implementing more consistent systems for recognizing contributions, and creating clearer and more accessible pathways to leadership. School heads can further enhance empowerment and strengthen collaborative school cultures by addressing these areas.

Table 7. *School Heads' Practices in Fostering Collaborative School Cultures in terms encouraging co-constructive decision-making.*

Indicator	Mean	SD	Interpretation
5. ensure that decision-making initiatives include input from multiple team members or stakeholders	4.25	.62	Always
6. ensure that meetings or planning sessions are designed to include co-constructive decision-making	4.40	.70	Always
7. ensure that decision-making groups or committees represent diverse perspectives	4.45	.58	Always
8. ensure that teachers and staff feel their input is encouraged and valued during co-constructive processes	4.42	.58	Always
5. ensure that employees or stakeholders receive feedback on how their input influences final decisions	4.50	.50	Always
Section Mean	4.44	.39	Always

Table 7 presents the overall section mean of 4.44, interpreted as "always", suggesting that schools heads affirming that co-constructive decision-making is a well-established and consistently applied practice in educational leadership. The data across all indicators, the mean scores reflect an "always" classification, reinforcing that these practices are deeply embedded in leadership strategies. While inclusivity in decision-making scored the lowest with a mean of 4.25 interpreted as "always", it still indicates frequent stakeholder involvement, ensuring a participatory approach. Structured meetings designed to integrate co-constructive processes scored 4.40 interpreted as "always", highlighting intentional efforts to maintain shared governance. Additionally, the commitment to diversity within decision-making groups with a mean of 4.45 interpreted as "always", underscores the prioritization of equitable participation, ensuring that various perspectives are represented.

Furthermore, encouraging stakeholder input with a mean of 4.42 and providing feedback mechanisms with a mean of 4.50, both interpreted as "always", further strengthen transparency in leadership. The highest rated indicator reflects an emphasis on ensuring contributors receive feedback on how their insights shape decisions, reinforcing accountability in governance. These findings underscore the importance of structured collaboration in fostering inclusive school environments and enhancing decision-making effectiveness.

Table 8 presents the overall section mean of 4.39, interpreted as "always", indicate consistent implementation of these practices across respondents. All indicators receive high mean scores with interpretations classified as "always", suggesting a strong commitment to structured collaboration. Ensuring that teams have dedicated time in meetings for collaborative efforts with a mean of 4.27 interpreted as "always" supports intention planning, while the highest rated indicator with a mean of 4.52 interpreted as "always" highlights flexible scheduling as a crucial factor in enabling teamwork. Additionally, access to collaborative tools (4.37) reinforces the importance of technological and logistical support in facilitating coordination among employees and teachers. Training on effective collaboration (4.27) and ensuring equal opportunities for engagement with a mean of 4.50 interpreted as "always" further demonstrate leadership efforts to enhance collaborative competencies. These findings emphasize the role of leadership in establishing an environment where collaborative efforts are structured, supported, and equitably distributed, ultimately contributing to a more inclusive and effective school

culture.

Table 8. *School Heads' Practices in Fostering Collaborative School Cultures in terms providing time and resources for collaboration.*

Indicator	Mean	SD	Interpretation
9. ensure that enough time is allocated to teams in meetings or sessions specifically focused on collaboration	4.27	.59	Always
10. ensure that employees/teachers feel their schedules are flexible enough to accommodate collaborative efforts	4.52	.59	Always
11. ensure that employees/teachers have access to collaborative tools (e.g., project management software, communication platforms	4.37	.61	Always
12. ensure that employees/teachers have received training on effective collaboration	4.27	.77	Always
5. ensure that employees/teachers have received equal opportunity on effective collaboration	4.50	.63	Always
Section Mean	4.39	.41	Always

Table 9. *School Heads' Practices in Fostering Collaborative School Cultures in terms Monitoring and Evaluating Collaborative Efforts.*

Indicator	Mean	SD	Interpretation
13. ensure that collaborative projects have measurable key performance indicators (KPIs) in place	4.47	.63	Always
14. ensure that teams receive regular updates on the progress of collaborative initiatives	4.37	.57	Always
15. ensure that successful collaborations formally recognized or documented	4.30	.67	Always
16. ensure that feedback sessions or surveys are conducted per collaborative project	4.47	.54	Always
5. ensure that collaborative efforts are formally monitored for progress and challenges	4.20	.64	Always
Section Mean	4.36	.36	Always

The table presents the overall mean of 4.36 interpreted as "always", suggest consistency in implementing these strategies across respondents. All indicators receiving high mean scores and an overall interpretation of "always", the results highlight strong leadership commitment to structured collaboration.

Ensuring that collaborative projects have measurable KPIs with a mean of 4.47, sets clear goals, while regular updates with a mean of 4.37, help teams stay informed. The formal recognition of successful collaborations with a mean of 4.30 which reinforces a culture of appreciation, while conducting feedback sessions with a mean 4.47 which promotes continuous improvement. Although monitoring progress and challenges with a mean of 4.20 is slightly lower, it remains a vital component of effective collaboration. This strong emphasis on monitoring and evaluation fosters an environment of transparency, teamwork, and adaptability. By ensuring structured oversight of collaborative efforts, school heads contribute to a sustainable, inclusive, and effective school culture.

Table 10. *School Heads' Co-Constructing Theory Perspectives Relative to Social Interaction as a Foundation.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers feel that their interactions with colleagues are respectful and constructive	4.67	.51	Always
2. ensure that employees/teachers participate in planned social interaction opportunities	4.47	.54	Always
3. ensure that employees/teachers feel they have enough time for informal, unstructured social interactions during the workday	4.52	.54	Always
4. ensure that employees/teachers interact socially with colleagues outside their immediate team or department	4.37	.69	Always
5. ensure that employees/teachers feel safe in expressing themselves in social interactions at work	4.32	.72	Always
Section Mean	4.47	.40	Always

Table 10 presents the overall section mean of 4.47, which is interpreted as "always," indicating that although school administrators generally acknowledge the value of social interaction. The data reveals that school heads ensure that employees/teachers feel that their interactions with colleagues are respectful and constructive, as evidenced by the highest mean score of 4.67, interpreted as "always." This suggests a strong emphasis on fostering a positive and supportive social environment.

However, "ensure that employees/teachers participate in planned social interaction opportunities" has a mean score of 4.47, interpreted as "always," and "ensure that employees/teachers feel they have enough time for informal, unstructured social interactions during the

workday" has a mean score of 4.52, interpreted as "always," the standard deviations indicate a wider range of responses compared to the first indicator.

Furthermore, the table indicates that ensuring employees/teachers interact socially with colleagues outside their immediate team or department and feel safe expressing themselves in social interactions is considered important but less consistently prioritized, with mean scores of 4.37 and 4.32, respectively, both interpreted as " always." The higher standard deviations for these indicators suggest greater variability in the school heads' approaches to fostering these aspects of social interaction.

Table 11. *School Heads' Co-Constructing Theory Perspectives Relative to Shared Responsibilities in Learning and Leadership.*

Indicator	Mean	SD	Interpretation
1. ensure that team members understand their shared responsibilities in leadership and learning	4.47	.63	Always
2. ensure that roles and responsibilities are clearly communicated regarding shared leadership and learning efforts	4.50	.63	Always
3. ensure that employees/teachers have the opportunity to contribute to leadership decisions	4.50	.54	Always
4. ensure that employees/teachers have access to leadership development programs or initiatives	4.45	.58	Always
5. ensure that employees/teachers feel that shared learning responsibilities enhance their professional development	4.37	.65	Always
Section Mean	4.46	.40	Always

Table 11 presents the overall section mean of 4.46, interpreted as "always," suggesting that school heads generally recognize the importance of shared responsibilities in learning and leadership. The data reveals that school heads typically perceive the importance of shared responsibilities, with the highest mean scores observed for ensuring that roles and responsibilities are communicated regarding shared leadership and learning efforts (4.50) and ensuring that employees/teachers have the opportunity to contribute to leadership decisions (4.50), both interpreted as "Always." This strongly emphasizes clarity and inclusivity in leadership and learning processes. However, while ensuring that team members understand their shared responsibilities in leadership and learning is also considered important, it is perceived as less consistently implemented, with a mean score of 4.47, interpreted as " always."

Furthermore, the table indicates that ensuring access to leadership development programs or initiatives and ensuring employees/teachers feel that shared learning responsibilities enhance their professional development are considered important but less consistently prioritized, with mean scores of 4.45 and 4.37, respectively, interpreted as " always." The higher standard deviations for these indicators suggest greater variability in the school heads' approaches to fostering these aspects of shared responsibilities.

Table 12. *School Heads' Co-Constructing Theory Perspectives Relative to Knowledge Building through Dialogue.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers participate in dialogue sessions focused on knowledge building	4.4	.58	Always
2. ensure that employees/teachers engage in structured dialogue for knowledge exchange	4.25	.69	Always
3. ensure that communication is clear and effective during knowledge-building dialogues	4.40	.58	Always
4. ensure that employees/teachers feel that everyone has an equal opportunity to contribute to knowledge-building dialogues	4.45	.58	Always
5. ensure that new insights or ideas are generated in each knowledge-building dialogue session	4.35	.69	Always
Section Mean	4.37	.38	Always

Table 12 presents the overall section mean of 4.37, interpreted as "always," suggesting that school heads generally recognize the importance of dialogue in knowledge building. The data reveals that school heads typically perceive the importance of dialogue in knowledge building, with the highest mean score observed for ensuring that employees/teachers feel that everyone has an equal opportunity to contribute to knowledge-building dialogues (4.45), interpreted as " always." This suggests a recognition of the value of inclusivity and participation in dialogue. However, while ensuring participation in dialogue sessions focused on knowledge building and ensuring clear and effective communication are also considered important, they are perceived as less consistently implemented, with mean scores of 4.40 and 4.40, respectively, interpreted as "always."

Furthermore, the table indicates that ensuring structured dialogue for knowledge exchange and ensuring new insights or ideas are generated in each knowledge-building dialogue session are considered important but less consistently prioritized, with mean scores of 4.25 and 4.35, respectively, interpreted as "always." The higher standard deviations for these indicators suggest greater variability in the school heads' approaches to fostering these aspects of knowledge building through dialogue.

Table 13. *School Heads' Co-Constructing Theory Perspectives Relative to Reciprocal Influence.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers understand the concept of reciprocal influence in team dynamics	4.35	.47	Always
2. ensure that employees/teachers experience reciprocal influence in their professional interactions	4.25	.69	Always
3. ensure that employees/teachers believe that influence within their team or organization is balanced and mutual	4.45	.63	Always
4. ensure that collaborative projects demonstrate mutual influence among team members	4.47	.54	Always
5. ensure that new ideas or innovations within teams are the result of reciprocal influence between team members	4.35	.61	Always
Section Mean	4.37	.39	Always

Table 13 presents the overall section mean of 4.37, interpreted as "always," suggesting that school heads generally recognize the importance of reciprocal influence. The data reveals that school heads typically perceive the importance of reciprocal influence, with the highest mean score observed for ensuring collaborative projects demonstrate mutual influence among team members (4.47), interpreted as "always." This suggests a recognition of the value of mutual influence in collaborative settings. However, while ensuring employees/teachers believe that influence within their team or organization is balanced and mutual is also considered important, it is perceived as less consistently implemented, with a mean score of 4.45, also interpreted as "always."

Furthermore, the table indicates that ensuring understanding of the concept of reciprocal influence, ensuring employees/teachers experience reciprocal influence in their professional interactions, and providing new ideas or innovations are the result of reciprocal influence are considered important but less consistently prioritized, with mean scores of 4.35, 4.25, and 4.35 respectively, all interpreted as "always." The higher standard deviations for these indicators suggest greater variability in the school heads' approaches to fostering these aspects of reciprocal influence.

Table 14. *School Heads' Co-Constructing Theory Perspectives Relative to Flexibility Roles and Shared Authority.*

Indicator	Mean	SD	Interpretation
1. ensure that employees/teachers have clear understanding about the flexibility in their roles and responsibilities	4.41	.58	Always
2. ensure that employees/teachers understand that changes or adjustments in their roles are necessary to accommodate shifting priorities or projects	4.33	.61	Always
3. ensure that employees/teachers take on tasks outside their original role or responsibilities in order to support team goals	4.41	.62	Always
4. ensure that employees/teachers feel that flexible roles improve their individual and team performance	4.30	.60	Always
5. ensure that decisions within their teams are made collaboratively, with input from multiple team members	4.35	.65	Always
Section Mean	4.36	.65	Always

Table 14 presents the overall section mean of 4.36, interpreted as "always," suggesting that school heads generally recognize the importance of flexibility in roles and shared authority. The data reveals that school heads typically perceive the importance of flexibility in roles and shared authority, with the highest mean scores observed for ensuring employees/teachers have a clear understanding of the flexibility in their roles and responsibilities and ensuring they take on tasks outside their original roles to support team goals (both 4.41), interpreted as "always."

This suggests recognizing the value of role clarity and adaptability in achieving team objectives. However, while ensuring employees/teachers understand the necessity of changes in their roles is also considered important, it is perceived as less consistently implemented, with a mean score of 4.33, also interpreted as "always."

Furthermore, the table indicates that ensuring employees/teachers feel that flexible roles improve their individual and team performance and ensuring decisions within teams are made collaboratively are considered important but less consistently prioritized, with mean scores of 4.30 and 4.35, respectively, interpreted as "always." The higher standard deviations for these indicators suggest greater variability in the school heads' approaches to fostering these aspects of flexibility and shared authority.

Table 15 presents the overall section mean of 4.21, interpreted as "always," suggesting that school heads generally recognize the importance of reflective practices. The data indicates that school heads typically perceive the importance of reflective practices, with the highest mean score observed for including time for reflection, feedback, or discussion of team processes and outcomes in team meetings, which is 4.28, interpreted as "always." This suggests recognizing the value of collective reflection in improving team dynamics and performance.

Table 15. *School Heads' Co-Constructing Theory Perspectives Relative to Reflective Practices.*

Indicator	Mean	SD	Interpretation

1. employees/teachers engage in reflective practices (e.g., self-reflection, peer feedback, team reviews)	4.25	.70	Always
2. employees/teachers regularly reflect on their individual work performance (e.g., after completing a task or project	4.17	.63	Oftentimes
3. team meetings include time for reflection, feedback, or discussion of team processes and outcomes	4.28	.67	Always
4. employees/teachers engage in self-reflection to assess their own strengths and areas for improvement	4.15	.66	Oftentimes
5. employees/teachers incorporate feedback received during reflective practices into their work	4.17	.71	Oftentimes
Section Mean	4.21	.67	Always

However, while employees/teachers engage in reflective practices (e.g., self-reflection, peer feedback, team reviews) is also considered important, it is perceived as slightly less consistently implemented, with a mean score of 4.25, also interpreted as "always." Furthermore, the table indicates that regularly reflecting on individual work performance, engaging in self-reflection to assess strengths and weaknesses, and incorporating feedback into work are considered important but less consistently prioritized, with mean scores ranging from 4.15 to 4.17, all interpreted as "oftentimes." The relatively high standard deviations across all indicators suggest variability in the school heads' approaches to fostering these aspects of reflective practices.

Table 16. *School Heads' Co-Constructing Theory Perspectives Relative to Context Relevance.*

Indicator	Mean	SD	Interpretation
1. employees/teachers engage in reflective practices on a regular basis	4.23	.61	Always
2. employees/teachers regularly engage in peer feedback or group reflection activities	4.17	.78	Oftentimes
3. employees/teachers participate in peer-to-peer reflection sessions to exchange feedback and learn from each other	4.60	.53	Always
4. leaders engage in reflective practices and share insights with their teams	4.45	.54	Always
5. reflective practices contribute to innovation and creative problem-solving within teams	4.32	.78	Always
Section Mean	4.36	.43	Always

Table 16 presents the overall section mean of 4.36, interpreted as "always," suggesting that school heads generally recognize the importance of context relevance. The data reveals that school heads typically perceive the importance of context relevance, with the highest mean score observed for employees/teachers participating in peer-to-peer reflection sessions to exchange feedback and learn from each other (4.60), interpreted as "always." This highlights the value of collaborative reflection in a context-relevant manner. However, while leaders engaging in reflective practices and sharing insights with their teams is also considered important, it is perceived as slightly less consistently implemented, with a mean score of 4.45, also interpreted as "always."

Furthermore, the table indicates that employees/teachers regularly engaging in reflective practices, regularly engaging in peer feedback or group reflection activities with a mean of 4.17 interpreted as "oftentimes", and reflective practices contributing to innovation and creative problem-solving within teams are considered important but less consistently prioritized with a mean of 4.32 interpreted as "always." The relatively high standard deviations for some indicators, such as indicators 2 and 5, suggest greater variability in the school heads' approaches to fostering these aspects of context relevance.

Table 17. *Relationship Between the School Heads' Practices in Fostering Collaborative School Culture and School Heads' Co-Constructing Theory Perspective.*

Interpretation	N	Mean	SD	r	p-value
	40	4.23	.28		
School Heads' Practices				.750	.000
High Significant Correlation School Heads'	40	4.37	.29		
Co-Constructing					

.05 level of Significance

The table 17 presents the statistical analysis that reveals a strong positive correlation, as indicated by the r-value of .750 between school heads' practices in fostering collaborative school cultures and their perspectives on co-constructing theory. The high correlation suggests that as school heads actively engage in collaborative practices, their alignment with co-constructing perspectives increases. The p-value of .000 signifies that the relationship is statistically significant at the .05 level, leading to the rejection of the hypothesis, which states that there is no significant relationship between the variables. These findings validate the role of school leaders in shaping educational environments through intentional collaborative strategies.

These findings' implications highlight the necessity of organized leadership techniques that incorporate co-constructive viewpoints. Schools with collaborative leaders are more likely to establish cultures that prioritize distributed leadership models, professional

learning communities, and shared governance. This relationship is consistent with theories put forth by Spillane (2016) and Hargreaves & Fullan (2015), which emphasize the advantages of distributed leadership in fostering educators' active participation and creativity. Furthermore, the correlation implies that school administrators who adopt co-constructive frameworks enable educators to take part in group decision-making, strengthening a climate of mutual accountability, trust, and ongoing development.

The transformative influence of collaborative leadership approaches is supported by earlier research. While Dempster et al. (2016) discovered that schools with good leadership alignment have greater levels of professional development and teacher dedication, McLaughlin & Talbert (2015) highlighted that a well-communicated vision increases collaborative efforts. Furthermore, trust-driven leadership promotes productive cooperation, according to Tschannen-Moran & Hoy (2016), which emphasizes the need for school administrators to incorporate co-constructing viewpoints. These findings support the notion that school leadership has a direct impact on educational culture and group learning outcomes by bringing research findings into line with previously published works

Conclusion

In conclusion, the findings underscore the significance of school administrators fostering collaborative school cultures and aligning their strategies with the principles of co-construction theory. While school leaders demonstrate proficiency in goal-setting, cultivating supportive environments, promoting professional development, and exemplifying collaborative behaviors, certain practices require greater focus, including ensuring consistent stakeholder engagement, conducting structured knowledge-building discussions, and permitting role flexibility. Their adoption of Co-Constructing Theory concepts, including social interactions, shared responsibilities, and reflective practices, demonstrates potential but necessitates ongoing application to maximize impact.

The robust correlation coefficient indicated a significant relationship between school leaders' activities and their theoretical perspectives, underscoring the direct influence of beliefs and frameworks on leadership efficacy. School leaders can refine their strategies and foster a more innovative and collaborative learning atmosphere by enhancing their theoretical understanding through professional development and targeted training. Educational leaders can continue to foster substantial improvements in school culture and academic outcomes by addressing deficiencies and augmenting existing strengths.

Considering the findings and conclusion of this study, the following are recommended.

The findings indicate that school heads demonstrate strong proficiency in fostering collaborative school cultures through vision setting, communication, and support systems. However, certain areas require more targeted interventions to ensure the full integration of collaborative principles. While school administrators excel in articulating vision statements and aligning daily tasks with institutional goals, enhancing stakeholder engagement and ensuring consistent application of co-constructive decision-making would strengthen leadership effectiveness. Moreover, professional development initiatives are widely accessible, but tailoring programs to educators' career trajectories and ensuring adequate funding would optimize their impact. Schools should also prioritize open communication structures, ensuring transparent decision-making processes that actively incorporate teacher and staff perspectives.

School heads generally embrace co-constructing theory perspectives, particularly in social interactions and knowledge-building dialogue. While they exhibit strong shared leadership responsibilities and encourage reciprocal influence, there are inconsistencies in the depth of context relevance and reflective practices. By reinforcing structured reflection sessions and fostering peer-to-peer knowledge exchange, school leaders can create more dynamic learning environments. Additionally, promoting flexibility in roles and shared governance would ensure equitable participation in leadership decisions. Aligning leadership development initiatives with co-constructing theory principles would empower school administrators to implement more inclusive decision-making frameworks.

The statistical results reveal a highly significant correlation between school heads' collaborative practices and their perspectives on co-constructing theory, suggesting that leadership approaches directly influence school culture and institutional effectiveness. Given these findings, school administrators should enhance professional development by integrating mentorship programs, structured dialogues, and feedback mechanisms. Strengthening distributed leadership models and fostering transparent communication will further bridge leadership theory with practical applications.

Embedding sustainable monitoring and evaluation systems for collaborative initiatives will ensure continuous improvements, helping school heads refine their strategies to sustain collaborative school cultures and maximize educator engagement development in providing enough support systems, resources, and opportunities for feedback to boost the supportive atmosphere.

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