

Smart and Proactive Leadership in Fostering Teachers' Empowerment and Collaborative Competence: Basis for Continuous Professional Development Plan

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Abstract— This study aimed to assess the level of smart leadership and proactive leadership of school heads. In addition, the study determines the level of teachers' empowerment and collaborative competence. Furthermore, the study explores the significant relationships between smart and proactive leadership on teachers' empowerment and collaborative competence. It employed a quantitative research design to objectively measure and analyze the relationship between smart and proactive leadership, teacher empowerment, and collaborative competence. The quantitative approach is deemed appropriate as it enables systematic collection and analysis of numerical data from a broader population of teachers. In addition, random sampling was utilized in this study. The questionnaire was formulated, validated, and distributed to 305 teacher respondents from selected medium public elementary schools in the Division of Laguna. This study identified the following findings: The level of the school heads' smart leadership and proactive leadership is Very High. In addition, the level of teachers' empowerment and collaborative competence is very high. Furthermore, the school heads' smart and proactive leadership have a significant relationship on teachers' empowerment and collaborative competence. Based on the findings, the following conclusions were drawn. Significant relationships were found between school heads' smart and proactive leadership and teachers' empowerment and collaborative competence, leading to the rejection of both hypotheses. These findings confirmed that leadership positively influences teachers' empowerment, enhancing their confidence, adaptability, and professional growth. The following recommendations were offered. School heads may strengthen training and professional development in data analytics and evidence-based decision-making to enhance school management and instructional strategies. Additionally, school heads may sustain and further develop smart leadership practices by integrating data-driven decision-making, cognitive readiness, strategic planning, and motivational approaches into their leadership style. Teachers may also strengthen collaborative learning environments through professional learning communities, peer coaching, and cross-disciplinary teamwork initiatives. Finally, future researchers may explore other leadership dimensions and their impact on teacher development to expand their understanding of effective leadership models.

Keywords— Collaborative Competence, Leadership dimensions, Proactive Leadership, Smart leadership, Teachers' Empowerment.

I. INTRODUCTION

Effective leadership is crucial in shaping a positive and productive school environment. In today's educational landscape, leaders are expected to cultivate a culture rooted in empowerment and collaboration, where teachers can grow professionally and actively contribute to student achievement. School leadership now goes beyond routine administrative duties; it involves motivating and inspiring teachers to become more passionate, efficient, innovative, emotionally intelligent, and adaptable in addressing the dynamic challenges of modern education, especially in managing diverse learners.

Proactive and insightful leaders are responsive to the needs of their teachers. Such leadership transcends conventional hierarchies by creating an inclusive environment that provides teachers with the autonomy and support necessary to excel in their roles. The focus is on fostering a shared vision in which teachers are regarded as both classroom leaders and collaborative partners within the school community.

Additionally, empowering teachers is essential, as it provides them with the autonomy, resources, and support necessary to make informed choices in their teaching and professional development. Meanwhile, collaborative competence refers to educators' ability to work together effectively, sharing knowledge, experiences, and responsibilities to enhance student learning and support one another's growth. This research explores how wise and visionary leadership may combine teacher empowerment and cooperative competency to establish a coherent and lasting paradigm for school leadership.

Furthermore, collaborative competency is crucial to teachers' professional success and personal well-being. This skill includes social engagement, conflict management, understanding team dynamics, cultural awareness, and feedback reception and delivery. Smart leadership can facilitate the development of these skills through targeted professional development programs, mentoring, and the creation of a collaborative school culture. Leaders can improve teachers' capacity to handle the interpersonal components of their responsibilities by giving social skills priority.

This study aims to analyze how smart and proactive leadership can drive significant improvements in teacher empowerment and collaborative competence, while also contributing to developing leadership practices that elevate the teaching profession and lead to sustained educational excellence.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the significant relationships between smart and proactive leadership to teachers' empowerment and collaborative competence.

The research ought to answer the following questions:

1. What is the level of the school heads' smart leadership in terms of:
 - 1.1 Data-driven decision making
 - 1.2 Cognitive readiness
 - 1.3 Goal oriented
 - 1.4 Strategic Thinking, and
 - 1.5 Motivational Skills?
2. What is the level of the school heads' proactive leadership in terms of:
 - 2.1 Articulate communication
 - 2.2 Empowerment
 - 2.3 Continuous feedback
 - 2.4 Appreciation and rewards, and
 - 2.5 Leading by example?
3. What is the level of teachers' empowerment in terms of:
 - 3.1 Passion for teaching
 - 3.2 Decision-making skills
 - 3.3 Self-efficacy
 - 3.4 Emotional Intelligence, and
 - 3.5 Reflective practice?
4. What is the level of teachers' collaborative competence in terms of:
 - 4.1 Social engagement
 - 4.2 Conflict Management
 - 4.3 Team Dynamics Understanding
 - 4.4 Cultural Awareness, and
 - 4.5 Feedback Reception and Delivery?
5. Does the school heads' Smart leadership have a significant relationship with teachers' empowerment?
6. Does the school heads' proactive leadership have a significant relationship with teachers' empowerment?
7. Does the school heads' Smart leadership have a significant relationship with teachers' collaborative competence?
8. Does the School Heads' of proactive leadership have a significant relationship with teachers' collaborative competence?

II. METHODOLOGY

It employed a quantitative research design to objectively measure and analyze the relationship between smart and proactive leadership, teacher empowerment, and collaborative competence. The quantitative approach is deemed appropriate as it enables systematic collection and analysis of numerical data from a broader population of teachers. In addition, random sampling was utilized in this study. The questionnaire

was formulated, validated, and distributed to 305 teacher respondents from selected medium public elementary schools in the Division of Laguna.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the findings from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem are answered in this chapter and supported by tables. It presents the data gathered about the level of smart leadership in terms of data-driven decision-making, cognitive readiness, goal orientation, strategic thinking, proactive leadership in terms of articulate communication, empowerment, continuous feedback, appreciation and rewards, leading by example, and teachers' empowerment in terms of passion for teaching, decision-making skills, self-efficacy, emotional intelligence, reflective practice, and collaborative competence in terms of social engagement, conflict management, team dynamics understanding, cultural awareness, and feedback reception and delivery. The significant relationship between smart and proactive leadership in fostering teachers' empowerment and collaborative competence is explored. In particular, the study seeks to address the following:

Level of School Heads' Smart Leadership

The School Head's smart leadership level measures how effectively school leaders use technology, data, and strategies to improve management and learning. It highlights their role in innovation, collaboration, and problem-solving to enhance school performance. This study described the school head's smart leadership by data-driven decision-making, cognitive readiness, goal-oriented, strategic thinking, and motivational skills.

Level of the School Heads' Smart Leadership in terms of Data-Driven Decision Making

Table 1 illustrates the School Head's Smart Leadership level in terms of Data-Driven Decision Making. It includes the statements, mean scores, standard deviations, and corresponding verbal interpretations.

Findings show that the school head consistently integrates data into decision-making, prioritizing evidence-based strategies in school management. The highest-rated statements ($M = 6.51$) indicate that data-based decision-making is a standard practice, and the principal encourages its use in planning and problem-solving. The slightly lower mean ($M = 6.45$) still reflects strong agreement that the principal regularly utilizes data for informed decisions.

Overall, the school heads' data-driven leadership achieved a weighted mean of 6.49 with a standard deviation of 0.60, interpreted as "Very High" among respondents. This suggests a strong commitment to evidence-based decision-making in school governance. It enables school leaders to make informed choices that enhance learners' outcomes, optimize resource allocation, and foster a culture of continuous improvement. Additionally, it provides a clear basis for evaluating the effectiveness of programs and initiatives.

These findings align with the study of Nguyen (2020), emphasizing the importance of effective data utilization for instructional practices and student achievement while noting the need for additional time and support for principals to analyze data.

The study of Pak and Desimone (2019) highlighted the vital role of Data-Driven decision-making (DDM) in shaping effective school leadership and the ongoing need for support and improvement in data utilization practices.

TABLE 1. Level of School Heads' Smart Leadership in terms of Data-Driven Decision Making

The school head ...	MEAN	SD	REMARKS
.. regularly uses data to make informed decisions	6.45	0.59	Strongly Agree
...make decisions in our school based on evidence and relevant data	6.50	0.60	Strongly Agree
.. encourages the use of data in planning and problem-solving	6.50	0.60	Strongly Agree
.. prioritizes collecting and analyzing data before taking action	6.48	0.62	Strongly Agree
...makes data-based decision-making a standard practice in our school	6.51	0.60	Strongly Agree
Weighted Mean	6.49		
SD	0.60		
Verbal Interpretation	Very High		

Level of School Heads' Smart Leadership in terms of Cognitive Readiness

Table 2 presents the level of the school head's Smart leadership in terms of cognitive readiness as perceived by the respondents. It includes each indicator's mean scores, standard deviations, and verbal interpretations.

Results indicate that the principal consistently demonstrates cognitive readiness, particularly flexibility when dealing with unexpected situations (M = 6.49) and proactive problem-solving (M = 6.48).

Staying updated on emerging trends in education (M = 6.47) and anticipating future challenges (M = 6.45) also received strong agreement. The lowest-rated statement (M = 6.45) still reflects a high level of encouragement for critical thinking and adaptability.

Overall, the principal's cognitive readiness achieved a weighted mean of 6.47 with a standard deviation of 0.68, verbally interpreted as "Very High" among respondents.

This indicates that the principal is well-prepared to handle challenges and fosters a forward-thinking school environment

TABLE 2. Level of School Heads' Smart Leadership in terms of Cognitive Readiness

The school head ...	MEAN	SD	REMARKS
...can anticipate future challenges and prepare for them	6.45	0.68	Strongly Agree
...stays up to date with emerging trends and issues in education	6.47	0.66	Strongly Agree
...demonstrates flexibility in dealing with unexpected situations	6.49	0.65	Strongly Agree
...encourages us to think critically and adapt to changing circumstances	6.45	0.73	Strongly Agree
...is proactive in addressing potential problems before they arise	6.48	0.66	Strongly Agree
Weighted Mean	6.47		
SD	0.68		
Verbal Interpretation	Very High		

The findings relate to the works of Garon-Carrier et al. (2024), Kamphorst et al. (2021), and Williams et al. (2019), which demonstrate that school readiness encompasses multiple dimensions, including cognitive, social-emotional, and physical development.

Level of School Heads' Smart Leadership in terms of Goal-Oriented

Table 3 presents the level of the school heads' Smart leadership in terms of goal orientation as perceived by the respondents.

It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that the school head is highly goal-oriented, receiving the highest rating (M = 6.51) for setting well-defined school objectives, followed closely by the regular communication of school goals (M = 6.50).

The school head also motivates staff to achieve these goals (M = 6.49) and ensures that school activities align with established objectives (M = 6.47). Although the lowest-rated statement (M = 6.45) pertains to setting clear, achievable goals, it still reflects strong agreement.

TABLE 3. Level of School Heads' Smart Leadership in terms of Goal-Oriented

The school head ...	MEAN	SD	REMARKS
...sets clear, achievable goals for the school	6.45	0.60	Strongly Agree
...set our school objectives well-defined	6.51	0.60	Strongly Agree
...regularly communicates school goals to staff and students	6.50	0.60	Strongly Agree
...ensures that all school activities align with the set goals	6.47	0.63	Strongly Agree
...motivates staff to work toward accomplishing the school's goals	6.49	0.64	Strongly Agree
Weighted Mean	6.48		
SD	0.61		
Verbal Interpretation	Very High		

Overall, the school heads' goal-oriented leadership achieved a weighted mean of 6.48 with a standard deviation of 0.61, interpreted as "Very High" among respondents. This suggests a strong commitment to setting, communicating, and achieving school goals.

These findings are related to Brandmo et al. (2014), who investigated how accomplishment goal theory might help school principals understand their leadership aims. The data demonstrate a clear distinction between mastery and performance goals among principals.

Mastery goals are positively connected with qualities of principals such as self-efficacy, autonomy, and teacher trust, indicating a focus on personal and group improvement.

Table 4 presents the level of the school heads' Smart leadership in terms of strategic thinking as perceived by the respondents. It includes each indicator's mean scores, standard deviations, and verbal interpretations.

Findings show that the school head encourages innovation and strategic initiatives for school improvement (M = 6.55), receiving the highest rating. Equally high ratings (M = 6.53) were assigned to developing strategic plans, making long-term decisions, and involving staff in planning. The school head

also demonstrates a clear long-term vision for the school (M = 6.50), reflecting strong agreement among respondents.

TABLE 4. Level of School Heads' Smart Leadership in terms of Strategic Thinking

The school head ...	MEAN	SD	REMARKS
...demonstrates a clear long-term vision for the school	6.50	0.59	Strongly Agree
...develops strategic plans that address both current and future needs	6.53	0.58	Strongly Agree
...makes decisions with a focus on the long-term success of the school	6.53	0.58	Strongly Agree
...encourages innovation and strategic initiatives for school improvement	6.55	0.57	Strongly Agree
... involves staff in strategic planning and decision-making processes	6.53	0.58	Strongly Agree
Weighted Mean	6.53		
SD	0.58		
Verbal Interpretation	Very High		

Overall, the school heads' strategic thinking attained a weighted mean of 6.53 with a standard deviation of 0.58, verbally interpreted as "Very High" among respondents. This suggests that the school head consistently applies strategic leadership to ensure the school's long-term success and improvement. It was stated in the study of Zakaria et al. (2020) that strategic leadership in education is specifically in improving a leader's ability to make informed decisions that address present and future demands is important. In a constantly evolving educational environment shaped by technological advancements, school leaders must effectively bridge the gap between new rules and their actual application. The importance of a principal's strategic thinking in managing a school lies in their ability to make informed decisions, anticipate challenges, and implement long-term plans that enhance school performance. By thinking strategically, principals can create a dynamic and effective learning environment that fosters teacher empowerment, collaborative competence, and overall school success.

Table 5 presents the level of the school heads' Smart leadership in terms of motivational skills as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 5. Level of School Heads' Smart Leadership in terms of Motivational Skills

The school head.....	MEAN	SD	REMARKS
...actively motivates staff to perform at their best	6.51	0.59	Strongly Agree
...fosters a positive and supportive work environment	6.52	0.62	Strongly Agree
...recognizes and rewards staff efforts and achievements	6.51	0.61	Strongly Agree
...provides opportunities for professional growth and development	6.54	0.58	Strongly Agree
...inspires teachers and students to achieve high standards	6.55	0.57	Strongly Agree
Weighted Mean	6.53		
SD	0.59		
Verbal Interpretation	Very High		

Findings show that the school head inspires teachers and students to achieve high standards (M = 6.55), receiving the highest rating. The school head also provides opportunities for

professional growth and development (M = 6.54) and fosters a positive work environment (M = 6.52). Additionally, staff are actively motivated (M = 6.51), and their efforts are recognized (M = 6.51), which received strong agreement.

Overall, the school heads' motivational skills attained a weighted mean of 6.53 with a standard deviation of 0.59, verbally interpreted as "Very High" among respondents. This suggests that the principal consistently encourages and supports staff, creating a positive and high-performing school environment.

This is also related to the study of Suragiri et al. (2022), which highlights that teacher motivation can arise from multiple factors, such as financial incentives, professional authority, prestige, and social recognition. Insufficient financial and social benefits often lead to decreased motivation.

In contrast, performance improves when teachers experience less pressure and work in a supportive environment that nurtures their professional and personal growth.

Level of the School Heads' Proactive Leadership

A proactive school head takes the initiative, communicates effectively, supports teachers, and leads by example. They anticipate challenges, encourage teamwork, and recognize staff efforts to foster a positive school environment.

Table 6 presents the level of the school heads' proactive leadership in terms of articulate communication as perceived by the respondents. It includes each indicator's mean scores, standard deviations, and verbal interpretations.

Findings indicate that the school head encourages open and transparent communication within the school (M = 6.53), receiving the highest rating. The school head communicates effectively among staff and students (M = 6.52) and articulates expectations (M = 6.50). Additionally, resolving conflicts through clear communication (M = 6.50) and expressing the school's vision and goals (M = 6.48) were strongly agreed upon.

TABLE 6. Level of the School Heads' Proactive Leadership in terms of Articulate Communication

The school head ...	MEAN	SD	REMARKS
...communicates the school's vision and goals clearly to all staff	6.48	0.60	Strongly Agree
...ensures that instructions and expectations are always clearly articulated	6.50	0.61	Strongly Agree
...communicates effectively with both staff and students	6.52	0.60	Strongly Agree
...uses clear and open communication to resolve conflicts or issues	6.50	0.61	Strongly Agree
...encourages open and transparent communication within the school	6.53	0.58	Strongly Agree
Weighted Mean	6.50		
SD	0.60		
Verbal Interpretation	Very High		

Overall, the school heads' articulated communication attained a weighted mean of 6.50 with a standard deviation of 0.60, verbally interpreted as "Very high" among respondents. This suggests that the principal consistently communicates effectively, ensuring clarity, openness, and alignment within the school community.

According to Arlestig's (2017) study, communication was largely transactional, centered on exchanging essential information for routine operations. This approach resulted in predictable teacher behaviors, neither encouraging a learning-centered environment nor facilitating meaningful discussions on key pedagogical and school improvement issues.

Level of the School Heads' Proactive Leadership in terms of Empowerment

Table 7 presents the level of the school heads' proactive leadership in terms of empowerment as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 7. Level of the School Heads' Proactive Leadership in terms of Empowerment

The school head...	MEAN	SD	REMARKS
...empowers teachers to make decisions in their areas of responsibility	6.46	0.63	Strongly Agree
...promotes a culture where teachers are trusted to lead initiatives	6.47	0.63	Strongly Agree
...provides opportunities for teachers to take on leadership roles	6.48	0.61	Strongly Agree
...empowered me to innovate and improve my teaching practices	6.47	0.62	Strongly Agree
...encourages autonomy while providing the necessary support for success	6.48	0.61	Strongly Agree
Weighted Mean	6.47		
SD	0.62		
Verbal Interpretation			Very High

Findings indicate that the school head provides opportunities for teachers to take on leadership roles (M = 6.48) and encourages autonomy while offering necessary support (M = 6.48), receiving the highest ratings. The principal also fosters a culture of trust in teacher-led initiatives (M = 6.47) and empowers teachers to innovate in their teaching practices (M = 6.47). Although decision-making empowerment (M = 6.46) received the lowest mean, it still reflects strong agreement.

Overall, the empowerment leadership of school heads achieved a weighted mean of 6.47, with a standard deviation of 0.58, verbally interpreted as "Very High" among respondents. This suggests that the principal actively empowers teachers by promoting leadership, trust, and autonomy within the school.

These findings are associated with the works of Lee and Nie (2014), who examine how psychological empowerment mediates the relationship between empowering leadership and teachers' work-related outcomes. While these studies collectively underscore the significance of empowering leadership, they also emphasize the need for further research to investigate the complexities of leadership practices across various contexts.

Table 8 presents the level of the school heads' proactive leadership in terms of continuous feedback as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 8. Level of the School Heads' Proactive Leadership in Terms of Continuous Feedback

The school head ...	MEAN	SD	REMARKS
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...regularly provides constructive feedback on my performance	6.47	0.61	Strongly Agree
...creates opportunities for feedback to be exchanged between staff and leadership	6.48	0.61	Strongly Agree
...provides feedback that are timely and helpful in improving my professional practices	6.46	0.60	Strongly Agree
...seeks feedback from staff to inform decision-making and improvements	6.48	0.60	Strongly Agree
... encourages an open dialogue where feedback is welcomed and acted upon	6.49	0.61	Strongly Agree
Weighted Mean	6.47		
SD	0.56		
Verbal Interpretation			Very High

Table 8 presents the level of the school heads' proactive leadership in terms of continuous feedback as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that the school head encourages open dialogue in which feedback is welcomed and acted upon (M = 6.49), earning the highest rating. Additionally, the school head creates opportunities for feedback exchange (M = 6.48) and actively seeks staff input for decision-making (M = 6.48). The lowest-rated statement (M = 6.46) concerns the provision of timely and helpful feedback for professional improvement, yet it still shows strong agreement.

Findings indicate that the school head encourages open dialogue in which feedback is welcomed and acted upon (M = 6.49), earning the highest rating. Additionally, the school head creates opportunities for feedback exchange (M = 6.48) and actively seeks staff input for decision-making (M = 6.48). The lowest-rated statement (M = 6.46) concerns the provision of timely and helpful feedback for professional improvement, yet it still shows strong agreement.

Overall, the school heads' continuous feedback practices attained a weighted mean of 6.47 with a standard deviation of 0.56, verbally interpreted as "Very High" among respondents. This suggests that the principal maintains an open, responsive feedback culture that supports professional growth and informed decision-making.

The studies of Alkaabi and Almaamari (2020) contribute to the literature on educational leadership and suggest implications for improving the delivery of feedback in the formative evaluation process to support school heads' professional development better.

Moreover, Aljafari (2024) emphasizes that communication is fundamental to effective leadership, especially in education.

School leaders must master communication skills to foster trust, solve problems, and achieve positive outcomes in school and school culture that foster positivity.

Level of School Heads' Proactive Leadership in terms of Appreciation and Reward

Table 9 presents the level of the school heads' proactive leadership in terms of appreciation and reward as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 9. Level of School Heads' Proactive Leadership in terms of Appreciation and Reward

The school head ...	MEAN	SD	REMARKS
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...recognizes and appreciates the efforts of the teachers regularly	6.41	0.69	Strongly Agree
...makes an effort to celebrate individual and collective achievements	6.43	0.68	Strongly Agree
...acknowledges and rewards my hard work	6.43	0.68	Strongly Agree
...implements reward systems to motivate and encourage staff	6.39	0.74	Strongly Agree
...uses both formal and informal methods to express appreciation to the staff	6.43	0.69	Strongly Agree
Weighted Mean	6.42		
SD	0.65		
Verbal Interpretation	Very High		

Findings indicate that the school heads try to celebrate achievements (M = 6.43), acknowledges and rewards hard work (M = 6.43), and expresses appreciation through formal and informal methods (M = 6.43). Regular recognition of teachers' efforts (M = 6.41) was also strongly agreed upon. The lowest-rated statement (M = 6.39) relates to implementing reward systems, though it still reflects strong agreement.

Overall, the school heads' appreciation and reward practices attained a weighted mean of 6.42 with a standard deviation of 0.65, verbally interpreted as "Very High" among respondents. This suggests that the school actively values and motivates teachers through recognition, rewards, and appreciation efforts.

The findings above are supported by Andrews's study (2016), which emphasizes the importance of recognition and awards programs for outstanding teachers, highlighting their motivational impact on teaching performance. Teachers who have received recognition report increased motivation to maintain high instructional standards. The article argues for incorporating motivational theories into teacher education curricula and encourages K-12 schools to acknowledge the contributions of exceptional teachers.

TABLE 10. Level of the School Heads' Proactive Leadership in terms of Leading by Example

The school head...	MEAN	SD	REMARKS
...demonstrates the values and behaviors expected from the staff	6.48	0.61	Strongly Agree
...sets a high standard for professionalism through their actions	6.47	0.63	Strongly Agree
...is a role model for integrity and ethical behavior in the school	6.47	0.61	Strongly Agree
...inspire the staff to do their best through his/her work ethics and commitment	6.48	0.64	Strongly Agree
...is consistent in practicing what they expect from others in the school	6.47	0.63	Strongly Agree
Weighted Mean	6.47		
SD	0.58		
Verbal Interpretation	Very High		

Table 10 presents the level of the school heads' proactive leadership in terms of leading by example as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings show that the school head demonstrates expected values and behaviors (M = 6.48) and inspires staff through work ethics and commitment (M = 6.48), receiving the highest ratings. The school head also sets a high standard for professionalism (M = 6.47) and acts as a role model for

integrity and ethical behavior (M = 6.47). Additionally, consistency in practicing expectations (M = 6.47) was strongly agreed upon.

Overall, the school heads' leadership by example attained a weighted mean of 6.47 with a standard deviation of 0.58, verbally interpreted as "Very High" among respondents. This suggests that the principal consistently models professionalism, integrity, and commitment, fostering a culture of excellence within the school. Corrigan and Merry (2022) explored the evolving role of school heads in the context of shifting educational paradigms from traditional authority to a focus on 21st-century skills. Teachers and students emphasized the significance of principals as role models, alongside the necessity for leaders to cultivate and share a vision for the school. The study raises important questions regarding the implications of role modeling and shared vision within the framework of modern education.

Level of Teacher Empowerment

Empowered teachers feel confident in their skills, make decisions that improve learning, and continue to grow professionally. They are passionate about teaching, reflect on their practices, and collaborate effectively. The following explores how teachers' confidence, decision-making, and teamwork contribute to a better school environment.

Moreover, empowered teachers are self-driven educators who actively contribute to the learning environment, school development, and student success. They are knowledgeable, innovative, and committed to continuous professional growth, enabling them to create dynamic and engaging learning experiences for students.

Table 11 presents the level of teachers' empowerment in terms of passion for teaching as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 11. Level of Teacher Empowerment in Terms of Passion for Teaching

The teachers ...	MEAN	SD	REMARKS
...are enthusiastic about teaching and consistently motivated to improve student learning	6.54	0.56	Strongly Agree
...feel a strong sense of fulfillment and purpose in their role as a teacher	6.52	0.58	Strongly Agree
...take pride in their work and strive to be the best teacher they can be	6.56	0.54	Strongly Agree
...passion for teaching positively influences their classroom environment	6.55	0.58	Strongly Agree
...continuously seek opportunities to enhance their teaching skills and knowledge	6.55	0.57	Strongly Agree
Weighted Mean	6.54		
SD	0.53		
Verbal Interpretation	Very High		

Findings indicate that teachers take pride in their work and strive for excellence (M = 6.56), receiving the highest rating. Additionally, teachers' passion positively influences their classroom environment (M = 6.55) and drives them to seek continuous professional growth (M = 6.55). A strong sense of fulfillment in their role (M = 6.52) was also strongly agreed upon.

Overall, teachers' passion for teaching attained a weighted mean of 6.54 with a standard deviation of 0.53, verbally interpreted as “Very High” among respondents. This suggests that teachers are highly motivated, committed to their profession, and strive for student success and personal growth.

Anders (2020) provides empirical evidence supporting the positive impact of passionate teachers on student outcomes. Burgos-Gera (2019) and Barnes (2018) offer inspiring examples of passionate educators who have transformed the lives of their students. These researchers investigated the relationship between teacher passion, student engagement, and academic achievement and developed strategies to cultivate teacher passion and support teacher well-being.

TABLE 12. Level of Teacher Empowerment in terms of Decision-Making Skills

The teachers ...	MEAN	SD	REMARKS
...feel empowered to make decisions that impact their classroom and students	6.57	0.55	Strongly Agree
...are confident in making decisions that support student learning and development	6.55	0.56	Strongly Agree
...have the autonomy to adapt their teaching methods to meet the needs of their students	6.55	0.54	Strongly Agree
...actively participate in decision-making processes at the school level	6.51	0.59	Strongly Agree
... collaborate with colleagues and leadership to make informed decisions about school policies and practices	6.55	0.57	Strongly Agree
Weighted Mean	6.55		
SD	0.52		
Verbal Interpretation	Very High		

Table 12 presents the level of teachers' empowerment in terms of decision-making skills as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that teachers feel empowered to make decisions impacting their classrooms and students (M = 6.57), receiving the highest rating. Additionally, teachers collaborate with colleagues and leadership to make informed decisions (M = 6.55) and have the autonomy to adapt their teaching methods (M = 6.55). The lowest-rated statement (M = 6.51) pertains to active participation in school-level decision-making, though it still reflects strong agreement.

Overall, teachers' decision-making skills attained a weighted mean of 6.55 with a standard deviation of 0.52, verbally interpreted as “Very high”. This suggests that teachers are confident, autonomous, and engaged in decision-making processes that support student learning and school improvement.

Miller (2023) highlights the significance of evaluating decision-making processes to improve future choices and actions. By reflecting on their experiences, educators can gain insights from both successes and challenges, leading to more effective practices that prioritize student needs.

Table 13 presents the level of teachers' empowerment in terms of self-efficacy as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

TABLE 13. Level of Teacher Empowerment in terms of Self-Efficacy

The teachers ...	MEAN	SD	REMARKS
...believe in their ability to teach and manage their classroom successfully	6.56	0.55	Strongly Agree
...feel confident in their capacity to influence student outcomes positively	6.51	0.57	Strongly Agree
...feel capable of overcoming challenges in their teaching practice	6.56	0.53	Strongly Agree
...can motivate and inspire their students to achieve their best	6.54	0.57	Strongly Agree
...trust in their ability to implement new teaching strategies effectively	6.52	0.59	Strongly Agree
Weighted Mean	6.54		
SD	0.52		
Verbal Interpretation	Very High		

Findings indicate that teachers believe in their ability to effectively teach and manage their classrooms (M = 6.56) and overcome challenges in their teaching practice (M = 6.56), receiving the highest ratings. They also feel confident in influencing student outcomes (M = 6.51) and trust in their ability to implement new teaching strategies (M = 6.52).

Overall, teachers' self-efficacy attained a weighted mean of 6.54 with a standard deviation of 0.52, verbally interpreted as “Very High” among respondents. This suggests that teachers have strong confidence in their skills, resilience in overcoming challenges, and a deep belief in their capacity to foster student success.

According to Hood (2020), the concept of teacher efficacy is a form of self-efficacy crucial for enhancing teaching performance. Teacher efficacy, defined as educators' beliefs in their capacity to foster learning in various contexts, is foundational for their competence and confidence in the classroom.

This efficacy develops through several influences, including mastery experiences, which reinforce past successes; vicarious experiences, gained by observing effective peers; and social persuasion, which encompasses positive feedback from colleagues and administrators. This multifaceted development of teacher efficacy underscores its importance in improving educational outcomes and fostering a positive learning environment. Teachers or educators with high level of self-efficacy are more likely to implement effective instructional strategies, manage classrooms efficiently, and engage students actively.

Level of Teacher Empowerment in terms of Emotional Intelligence

Table 14 presents the level of teachers' empowerment in terms of emotional intelligence as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that teachers are highly aware of their emotions and how these affect their teaching (M = 6.58), receiving the highest rating. Additionally, they use emotional awareness to build positive relationships with students (M = 6.52) and manage their emotions effectively in challenging situations (M = 6.51). The lowest-rated statement (M = 6.50) pertains to handling stress and pressure calmly; however, it still reflects strong agreement. Overall, teachers' emotional intelligence obtained a weighted mean of 6.53 with a standard deviation of 0.51, which was verbally interpreted as “Very

High” by the respondents. This indicates that teachers possess strong emotional awareness, effectively regulate their emotions, and use these skills to create a supportive and positive learning environment.

TABLE 14. Level of Teacher Empowerment in terms of Emotional Intelligence

The teachers ...	MEAN	SD	REMARKS
...are aware of their emotions and how they affect their teaching	6.58	0.54	Strongly Agree
...manage their emotions effectively, even in challenging classroom situations	6.51	0.56	Strongly Agree
...are sensitive to the emotions and needs of their students and colleagues	6.51	0.54	Strongly Agree
...use emotional awareness to build positive relationships with their students	6.52	0.56	Strongly Agree
...handle stress and pressure in a calm and composed manner	6.50	0.57	Strongly Agree
Weighted Mean	6.53		
SD	0.51		
Verbal Interpretation	Very High		

The results are aligned with studies by Aldrup et al. (2023), which discuss the importance of teachers managing their emotions to foster positive teacher-student interactions and enhance teaching effectiveness. Teachers bring their personal feelings, dreams, and concerns into the classroom environment, which impacts their teaching success.

TABLE 15. Level of Teachers’ Empowerment in terms of Reflective Practice

The teachers ...	MEAN	SD	REMARKS
...regularly reflect on their teaching practices to identify areas for improvement	6.55	0.55	Strongly Agree
...use self-reflection to assess their strengths and weaknesses as a teacher	6.50	0.55	Strongly Agree
...seek feedback from colleagues and students to improve their teaching	6.50	0.54	Strongly Agree
... apply insights gained from reflection to enhance their classroom practice	6.51	0.56	Strongly Agree
...are committed to continuous learning and self-improvement through reflection	6.52	0.57	Strongly Agree
Weighted Mean	6.52		
SD	0.51		
Verbal Interpretation	Very High		

Table 15 presents the level of teachers' empowerment in terms of reflective practice as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that teachers regularly reflect on their teaching practices to identify areas for improvement (M = 6.55), receiving the highest rating. They also demonstrate a commitment to continuous learning and self-improvement through reflection (M = 6.52) and apply insights from reflection to enhance their classroom practices (M = 6.51). Seeking feedback from colleagues and students (M = 6.50) received slightly lower, but still strong, agreement.

Overall, teachers’ reflective practice attained a weighted mean of 6.52 with a standard deviation of 0.51, verbally interpreted as “Very High” This suggests that teachers actively engage in self-reflection, seek feedback, and use their insights to improve their teaching effectiveness.

According to Llego (2022), reflective practice as an essential tool for teachers to refine their instructional skills. By assessing their methods, educators can pinpoint areas for growth, modify their strategies, and gain deeper insights into their students' needs. This practice not only enhances teaching effectiveness but also strengthens teacher-student relationships. However, challenges include finding time for reflection due to busy schedules and overcoming the difficulty of being critical about one's teaching methods.

Level of Teachers’ Collaborative Competence

Teachers work best when they communicate well, resolve conflicts, and understand team dynamics. The following results look at how they engage with colleagues, manage disagreements, respect cultural differences, and give and receive feedback to strengthen teamwork and create a positive school environment.

Additionally, clear understanding of team dynamics promotes open communication, active listening, and mutual respect among team members. This environment encourages the sharing of ideas and constructive feedback, leading to more effective problem-solving and innovation.

Table 16 presents the level of teachers’ collaborative competence in terms of social engagement as perceived by the respondents. It includes each statement's mean scores, standard deviations, and verbal interpretations.

Findings indicate that teachers actively participate in collaborative activities with their colleagues (M = 6.55), which received the highest rating. They are also comfortable reaching out to colleagues for support and collaboration (M = 6.52) and contribute effectively to group discussions and shared activities (M = 6.50). The lowest rated but still highly positive responses pertain to seeking opportunities for professional and social interactions (M = 6.50) and maintaining positive relationships with colleagues (M = 6.50).

TABLE 16. Level of Teachers’ Collaborative Competence in terms of Social Engagement

The teachers ...	MEAN	SD	REMARKS
...actively participate in collaborative activities with their colleagues	6.55	0.56	Strongly Agree
...seek opportunities to engage with their peers for professional and social interactions	6.50	0.56	Strongly Agree
...maintain positive relationships with other staff members during collaborative tasks	6.50	0.54	Strongly Agree
...are comfortable reaching out to colleagues for support and collaboration	6.52	0.56	Strongly Agree
... contribute effectively to group discussions and shared activities	6.50	0.57	Strongly Agree
Weighted Mean	6.51		
SD	0.51		
Verbal Interpretation	Very High		

Overall, the level of teachers' social engagement attained a weighted mean of 6.51 with a standard deviation of 0.51, verbally interpreted as “Very High” among respondents. This suggests that teachers actively collaborate in professional and social relationships, maintaining positive relationships and contributing meaningfully to teamwork.

This is also associated with Pollack's study (2024), which emphasized the importance of conflict resolution in classrooms for fostering a positive learning environment. Teachers promote respect, inclusiveness, and greater student engagement by managing conflicts effectively. A crucial part of this approach is equipping students with conflict resolution skills, which are essential for their academic and real-world success.

Table 17 presents the level of teachers' collaborative competence in terms of conflict management based on the respondents' perceptions.

The results show that teachers are open to hearing different perspectives during conflicts and resolving them amicably (M = 6.51), which received the highest rating. They also handle conflicts with colleagues professionally and constructively (M = 6.50) and encourage open communication

and transparency when managing conflicts within the team (M = 6.50). The lowest rated but still highly positive statement is that teachers approach conflicts with a focus on resolution rather than blame (M = 6.46).

TABLE 17. Level of Teachers' Collaborative Competence in terms of Conflict Management

The teachers ...	MEAN	SD	REMARKS
...handle conflicts with colleagues professionally and constructively	6.50	0.57	Strongly Agree
can mediate disagreements within their team to find a workable solution	6.47	0.57	Strongly Agree
...approach conflicts with a focus on resolution rather than blame	6.46	0.57	Strongly Agree
...are open to hearing different perspectives during conflicts and resolving them amicably	6.51	0.56	Strongly Agree
...encourage open communication and transparency when managing conflicts within the team	6.50	0.56	Strongly Agree
Weighted Mean	6.49		
SD	0.52		
Verbal Interpretation		Very High	

Overall, the level of teachers' conflict management competence attained a weighted mean of 6.49 with a standard deviation of 0.52, verbally interpreted as "Very High" This suggests that teachers effectively manage conflicts by maintaining professionalism, encouraging open communication, and prioritizing resolution over blame.

These findings are supported by Teach and Reach (2023) assert that conflict is an inherent aspect of classroom dynamics, underscoring the need for teachers to develop effective conflict-resolution strategies that promote a positive learning environment. These strategies not only aid in resolving disputes but also contribute to students' social and emotional growth. Key approaches include active listening, which enables teachers to understand student perspectives by fostering open communication, as well as empathy and perspective-taking, which encourage students to consider others' feelings and viewpoints. When conflicts are managed effectively, it can strengthen relationships by building trust and mutual respect among members of any organization. This trust is crucial for a supportive and collaborative school culture.

Furthermore, instructing students on how to solve problems fosters the development of practical answers. Effective conflict management is critical to sustaining a harmonious and productive atmosphere in any business, especially educational institutions. Effective conflict management in schools improves communication, collaboration, and overall performance.

Level of Teachers' Collaborative Competence in terms of Team Dynamics Understanding

Table 18 presents the level of teachers' collaborative competence in terms of team dynamics understanding based on their perceptions.

The highest-rated statement is that teachers understand the strengths and weaknesses of each member in their team (M = 6.58), closely followed by their ability to adapt their approach based on the team's dynamics to foster collaboration (M = 6.55).

TABLE 18. Level of Teachers' Collaborative Competence in terms of Team Dynamics Understanding

The teachers ...	MEAN	SD	REMARKS
...understand the strengths and weaknesses of each member in their team	6.58	0.53	Strongly Agree
...their approach based on the team's dynamics to foster collaboration	6.55	0.54	Strongly Agree
...recognize and value the diverse roles that team members play in collaborative tasks	6.54	0.53	Strongly Agree
...contribute to building a positive and productive team dynamic	6.49	0.59	Strongly Agree
...are sensitive to the needs and motivations of other team members, which helps improve our teamwork	6.54	0.56	Strongly Agree
Weighted Mean	6.54		
SD	0.51		
Verbal Interpretation		Very High	

Teachers also recognize and value the diverse roles that team members play in collaborative tasks (M = 6.54) and are sensitive to the needs and motivations of other team members, which helps improve teamwork (M = 6.54). The lowest-rated but still highly positive statement is that teachers contribute to building a positive and productive team dynamic (M = 6.49).

Overall, the level of teachers' understanding of team dynamics achieved a weighted mean of 6.54 with a standard deviation of 0.51, verbally interpreted as "Very High." This indicates that teachers consistently demonstrate awareness of team strengths, adapt to group dynamics, and value diverse contributions, encouraging a strong collaborative environment.

According to Barron (2022), group dynamics refers to the interactions, attitudes, and behaviors among individuals collaborating within a group. Originally introduced by social psychologist Kurt Lewin, this concept highlights the influential role groups play in shaping individual behavior. Lewin proposed that individuals assume specific roles and behaviors within a group, and positive group dynamics emerge when members find satisfaction in working together. In the workplace, group dynamics are especially crucial as they impact collaboration, productivity, and overall organizational success.

TABLE 19. Level of Teachers' Collaborative Competence in terms of Cultural Awareness

The teachers ...	MEAN	SD	REMARKS
... are aware of and respect the diverse cultural backgrounds of their colleagues	6.57	0.55	Strongly Agree
...are mindful of cultural differences when working collaboratively with others	6.55	0.55	Strongly Agree
...adjust their communication style to ensure inclusivity when working in a culturally diverse team	6.53	0.54	Strongly Agree
...actively promote a culture of respect and inclusiveness in team settings	6.50	0.59	Strongly Agree
...understand how cultural diversity can enhance collaboration and learning outcomes	6.56	0.55	Strongly Agree
Weighted Mean	6.54		
SD	0.51		
Verbal Interpretation	Very High		

Table 19 presents the level of teachers' collaborative competence in terms of cultural awareness, reflecting their ability to work effectively in diverse team environments.

The highest-rated statement is that teachers recognize and value the diverse cultural backgrounds of their colleagues (M = 6.57). They also understand how cultural diversity can enhance collaboration and learning outcomes (M = 6.56) and are aware of cultural differences when working collaboratively with others (M = 6.55). Additionally, teachers adapt their communication style to ensure inclusivity in a culturally diverse team (M = 6.53) and actively foster a culture of respect and inclusiveness in team settings (M = 6.50).

The weighted mean of 6.54 with a standard deviation of 0.51 indicates that teachers exhibit cultural awareness "Very High." This suggests that teachers consistently respect and adapt to cultural differences, promoting inclusivity and collaboration within their school community.

Level of Teachers' Collaborative Competence in terms of Feedback Reception Delivery

Table 20 assesses the level of teachers' collaborative competence in terms of feedback reception and delivery, highlighting their openness to giving and receiving feedback constructively.

The highest-rated statement indicates that teachers are open to receiving feedback from their colleagues regarding their performance (M = 6.60).

TABLE 20. Level of Teachers' Collaborative Competence in terms of Feedback Reception Delivery

The teachers ...	MEAN	SD	REMARKS
...are open to receiving feedback from their colleagues about their performance	6.60	0.53	Strongly Agree
...provide constructive feedback to their peers respectfully and helpfully	6.56	0.53	Strongly Agree
...view feedback as an opportunity for growth and development	6.55	0.53	Strongly Agree
...encourage feedback from colleagues to improve team collaboration and outcomes	6.52	0.59	Strongly Agree
...ensure that their feedback is clear, actionable, and supportive when addressing their colleagues	6.57	0.55	Strongly Agree
Weighted Mean	6.56		
SD	0.50		
Verbal Interpretation	Very High		

They also ensure that their feedback is clear, actionable, and supportive when addressing their colleagues (M = 6.57)

and provide constructive feedback to their peers in a respectful and helpful manner (M = 6.56). Additionally, teachers perceive feedback as an opportunity for growth and development (M = 6.55) and encourage feedback from colleagues to enhance team collaboration and outcomes (M = 6.52).

With a weighted mean of 6.56 and a standard deviation of 0.50, the results indicate that teachers "Strongly Agree" in embracing feedback as a valuable tool for professional and team growth.

This demonstrates a robust culture of shared support and ongoing growth among the students.

According to Gustafson (2023), delivering feedback immediately after classroom observations is essential.

Timely feedback enhances effectiveness, reducing teachers' anxiety and the potential for negative assumptions. The quicker feedback is provided, the shorter the feedback cycle, enabling teachers to understand better and contextualize it.

Significant Relationship between the Level of School Heads' Smart Leadership and Teachers' Empowerment

Table 21 presents the significant relationship between the level of school head's smart leadership and teachers' empowerment.

The results indicate that smart leadership has a significant relationship with teachers' empowerment across various aspects. The Pearson correlation coefficients range from .343 to .490, suggesting moderate to strong positive correlations. Moreover, the p-values (.000 for all) confirm that these relationships are statistically significant at the 0.01 level. Among the different aspects of teachers' empowerment, self-efficacy (SF) consistently shows the strongest correlation, particularly with strategic thinking (r = .490) and motivational skills (r = .479). Additionally, other dimensions such as decision-making skills (DMS), emotional intelligence (EI), and reflective practice (RP) also exhibit strong correlations, reinforcing the idea that smart leadership influences teachers' confidence, adaptability, and professional growth. These findings highlight that principals who demonstrate smart leadership—through decision-making (DDM), critical reasoning (CR), goal orientation (GO), strategic thinking (ST), and motivational skills (MS)—positively impact teachers' empowerment, nurturing a more dynamic and effective educational environment.

Cummins (2015) emphasizes the influential role of school principals in driving educational change, highlighting that leadership ranks just behind teaching in terms of its impact on student success, as shown in the research study *How Leadership Influences Student Learning*. Strong principals effectively coordinate various elements within the school, acting as "ringmasters" to enable their teachers to perform at their best. Aaron Anderson (2024) highlights how important it is for teachers to feel respected, valued, empowered, and supported, as these factors contribute to their motivation and willingness to go the extra mile. Respect from administrators is key, particularly when addressing parental concerns, where principals must consult with teachers before forming opinions.

TABLE 21. Significant Relationship between the Level of School Heads' Smart Leadership and Teachers' Empowerment

School Head's Smart Leadership		Teachers' Empowerment				
		P T	Decision- Making Skills	Self-Efficacy	Emotional Intelligence	Reflective Practice
Data Driven Decision Making	Pearson Correlation	.370**	.366**	.466**	.353**	.371**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Cognitive Response	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation	.463**	.469**	.464**	.343**	.356**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Goal Oriented	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation	.429**	.386**	.474**	.362**	.392**
Strategic Thinking	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig
Motivational Skills	Pearson Correlation	.400**	.386**	.479**	.389**	.406**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig

TABLE 22. Significant Relationship between the Level of School Heads' Proactive Leadership and Teachers' Empowerment

School head's Proactive Leadership.		Teachers' Empowerment				
		P T	Decision- Skills	Making	Self- Efficacy	Emotional Intelligence
Articulate Communication	Pearson Correlation	.748**	.720**	.511**	.356**	.380**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Empowerment	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation	.624**	.596**	.564**	.375**	.392**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Continuous Feed back	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation	.591**	.603**	.515**	.395**	.407**
Appreciation and rewards	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig
Leading by example	Pearson Correlation	.578**	.558**	.537**	.400**	.431**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig
	Pearson Correlation	.641**	.594**	.529**	.390**	.410**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig

Also, Barnes (2018) highlights the importance of aligning one's passions with the needs of a school. For example, Barnes used her love for stargazing to engage students by securing a grant for a portable planetarium and organizing a night trip to an observatory. She also found ways to involve older students by helping them create an after-school science club.

Significant Relationship between the Level of School Heads' Proactive Leadership and Teachers' Empowerment

Table 22 presents the significant relationship between the level of proactive leadership and teachers' empowerment.

The results indicate a significant relationship between proactive leadership and teachers' empowerment across different aspects. The Pearson correlation coefficients range from .356 to .748, suggesting moderate to strong positive

correlations. The p-values (.000 for all) confirm that these relationships are statistically significant at the 0.01 level.

Among the aspects of proactive leadership, articulate communication (AC) shows the highest correlation with passion for teaching (PFT, $r = .748$) and decision-making skills (DMS, $r = .720$), indicating that clear and effective communication from principals strongly influences teachers' motivation and confidence in making decisions.

Other leadership aspects, including empowerment (ET), conflict management (CF), appreciation and rewards (AAR), and leading by example (LBE), also show significant positive relationships with teachers' self-efficacy (SF), emotional intelligence (EI), and reflective practice (RP). These findings emphasize that principals who exhibit proactive leadership create a more empowered teaching workforce, encouraging

higher motivation, confidence, and adaptability among teachers.

The results are aligned with the study of Grissom et al. (2021) highlight that effective principals positively impact student achievement and teacher outcomes, but they are unevenly distributed across schools. Additionally, racial and ethnic disparities between principals and students have grown over the years. Effective principals engage in four key practices: focusing on instruction in teacher interactions, fostering a positive school climate, encouraging collaboration

and professional learning, and effectively managing personnel and resources.

Aljafari (2024) emphasizes that communication is fundamental to effective leadership, especially in education. School leaders must master communication skills to foster trust, solve problems, and achieve positive outcomes in schools.

Significant Relationship between the Level of School Heads' Smart Leadership and Teachers' Collaborative Competence

TABLE 23. Significant Relationship between the Level of School Heads' Smart Leadership and Teachers' Collaborative Competence

School Head's Smart Leadership		Teachers' Collaborative Competence					
		Social Engagement	Conflict Management	Team Dynamics Understanding	Cultural Awareness	Feed back Reception	Delivery
Data Driven Decision Making	Pearson Correlation	.473**	.468**	.416**	.410**	.429**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	
Cognitive Response	Analysis	Sig	Sig	Sig	Sig	Sig	
	Pearson Correlation	.500**	.477**	.477**	.477**	.492**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
Goal Oriented	N	305	305	305	305	305	
	Analysis	Sig	Sig	Sig	Sig	Sig	
	Pearson Correlation	.486**	.480**	.432**	.410**	.439**	
Strategic Thinking	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	
	Analysis	Sig	Sig	Sig	Sig	Sig	
Motivational Skills	Pearson Correlation	.458**	.461**	.440**	.431**	.449**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	
	Analysis	Sig	Sig	Sig	Sig	Sig	
	Pearson Correlation	.455**	.465**	.442**	.431**	.455**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	305	305	305	305	305	
	Analysis	Sig	Sig	Sig	Sig	Sig	

Table 23 presents the significant relationship between the level of Smart leadership and teachers' collaborative competence.

The findings reveal a significant relationship between Smart leadership and teachers' collaborative competence. The Pearson correlation coefficients range from .410 to .500, indicating moderate to strong positive correlations, all of which are statistically significant at the 0.01 level (p = .000). Among the aspects of smart leadership, critical reasoning (CR) shows the highest correlations with social engagement (SE, r = .500) and team dynamic understanding (TDU, r = .477), highlighting the importance of analytical and strategic thinking in developing teachers' ability to collaborate effectively. Other smart leadership dimensions, including data-driven decision-making (DDM), goal orientation (GO), strategic thinking (ST), and management skills (MS), also show significant positive relationships with teachers' conflict management (CM), cultural awareness (CA), and feedback reception and delivery (FRD).

These results suggest that principals who demonstrate smart leadership enhance teachers' collaborative competence, enabling them to engage in teamwork, resolve conflicts, and adapt to diverse educational settings more effectively.

Taylor (2024) emphasizes that communication is an essential skill that influences various aspects of a young

person's life, extending beyond the classroom into personal, academic, and social settings. Effective communication supports personal growth, academic success, and social interactions. In education, it plays a crucial role by enhancing learning through open exchanges between students and teachers.

Significant Relationship between the Level of School Head's Proactive Leadership and Teachers' Collaborative Competence

Table 24 presents the significant relationship between the level of proactive leadership and teachers' collaborative competence.

The results indicate a significant positive relationship between proactive leadership and teachers' collaborative competence across various dimensions. The Pearson correlation coefficients range from .569 to .648, all of which are statistically significant at the 0.01 level (p = .000). Among the aspects of proactive leadership, adaptive capacity (AC) and learning-based engagement (LBE) show the strongest correlations with team dynamic understanding (TDU, r = .641 and r = .629, respectively) and feedback reception and delivery (FRD, r = .648 and r = .613, respectively). This suggests that leaders who anticipate challenges and actively engage in continuous learning contribute significantly to teachers' ability to collaborate, communicate effectively, and

adapt to team dynamics. Other aspects, such as entrepreneurial thinking (ET), change facilitation (CF), and accountability and adaptability response (AAR), also show moderate to strong positive correlations with social engagement (SE), conflict management (CM), and cultural awareness (CA). These

findings emphasize that proactive leadership raises an environment where teachers can collaborate effectively, manage conflicts, and develop a deeper cultural awareness within their professional communities

TABLE 24. Significant Relationship between the Level of School Head’s Proactive Leadership and Teachers’ Collaborative Competence

School Heads’ Proactive Leadership		Teachers’ Collaborative Competence				
		S E	C M	T D U	C A	F r d
Articulate Communication	Pearson Correlation	.577**	.590**	.641**	.624**	.648**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Empowerment	Analysis Pearson Correlation	.614**	.597**	.601**	.578**	.601**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Continuous Feedback	Analysis Pearson Correlation	.617**	.612**	.605**	.612**	.609**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Appreciation and rewards	Analysis Pearson Correlation	.581**	.605**	.581**	.569**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
Leading by example	Analysis Pearson Correlation	.625**	.622**	.629**	.609**	.613**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	305	305	305	305	305
	Analysis	Sig	Sig	Sig	Sig	Sig

Lapuz and Pecajas (2022) highlight significant shifts in the roles of school leaders over recent decades, particularly concerning accountability levels, responsibilities, and institutional autonomy.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the above findings, the following conclusions were drawn:

The Correlation of school heads’ smart leadership, particularly on data-driven decision making, cognitive readiness, goal-oriented, strategic thinking, and motivational skills, has a significant relationship to teachers’ empowerment in terms of passion for teaching, decision-making skills, self-efficacy, emotional intelligence, and reflective practice. Therefore, the null hypothesis is rejected. These findings confirmed that leadership positively influences teachers’ empowerment, enhancing their confidence, adaptability, and professional growth.

The Correlation of school heads’ proactive leadership, specifically articulate communication, empowerment, continuous feedback, appreciation and rewards, and leading by example, has a significant relationship to teachers’ empowerment in terms of passion for teaching, decision-making skills, self-efficacy, emotional intelligence, and reflective practice. Therefore, the null hypothesis is rejected. These findings emphasize that principals who exhibit proactive leadership create a more empowered teaching workforce, encouraging higher motivation, confidence, and adaptability among teachers.

The Correlation of school heads’ smart leadership, particularly on data-driven decision making, cognitive readiness, goal-oriented, strategic thinking, and motivational skills, has a significant relationship to teachers’ collaborative competence in terms of social engagement, conflict management, team dynamics understanding, cultural awareness, and feedback receptions. Therefore, the null hypothesis is rejected. The findings reinforced that leadership fosters teachers’ ability to collaborate effectively, manage conflicts, and navigate diverse educational settings

The Correlation of school heads’ proactive leadership, specifically articulate communication, empowerment, continuous feedback, appreciation and rewards, and leading by example, has a significant relationship to teachers’ collaborative competence in terms of social engagement, conflict management, team dynamics understanding, cultural awareness, and feedback receptions. Therefore, the null hypothesis is rejected. These findings emphasize that proactive leadership raises an environment where teachers can collaborate effectively, manage conflicts, and develop a deeper cultural awareness within their professional communities.

Based on the findings and conclusions made, the following recommendations are hereby offered:

School heads may strengthen training and professional development on data analytics and evidence-based decision-making to enhance school management and instructional strategies further.

School heads may sustain and further develop smart leadership practices by integrating data-driven decision-making, cognitive readiness, strategic planning, and motivational approaches into their leadership style.

School heads may implement structured mentoring programs to guide teachers in goal setting, ensuring that school objectives align with national educational standards.

School heads may enhance teacher recognition programs and professional development incentives to sustain motivation and engagement.

School heads may establish regular dialogue sessions, feedback mechanisms, and team-building activities to strengthen communication among school internal stakeholders.

Teachers may actively engage in empowerment initiatives by participating in school decision-making processes, cultivating reflective practices, and pursuing continuous professional development.

School heads may introduce targeted professional development programs focused on building teacher confidence, decision-making skills, and classroom autonomy.

Teachers may strengthen collaborative learning environments through professional learning communities, peer coaching, and cross-disciplinary teamwork initiatives.

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