| **RESEARCH ARTICLE**

A Multi-Dimensional Assessment of Leadership Practices among Teachers in Selected Schools in Santiago City, Philippines

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| **ABSTRACT**

Teacher leadership is essential for enhancing educational quality and student achievement. The current research evaluated the multidimensional teacher leadership practices of teachers in Santiago City, Philippines, and examined the relationship between these practices and demographic factors. This study employed a quantitative cross-sectional survey design to examine relationships among teacher leadership dimensions across public and private schools. A sample of 71 randomly selected teachers was used. Five dimensions of teacher leadership were assessed using a teacher leadership dimension evaluation survey: Professional Learning, Student Learning Focus, Collegial Collaboration, Decision-Making, and External Affiliations. The findings indicated that, although teachers exhibited high levels of Professional Autonomy and Student-Centric Leadership, they struggled with formal Peer Evaluation and with systemic planning at higher cognitive levels. Teachers exhibited the lowest average scores on peer supervision (M = 2.24) and partnering with educational bureaus (M = 2.64). The results from independent t-tests and ANOVA revealed no significant differences in teacher leadership across groups (i.e., sex, age, grade level, or school type). It appears that supporting inclusive development programs will be critical to closing existing gaps in formal collaborative networks and external partnerships.

Introduction

Teacher leadership has become a prominent topic of discussion among educators in recent decades because of its potential to improve teaching and learning conditions in schools across the United States. Teacher leadership is defined as educators' ability to positively impact the educational process and their peers by actively participating in school improvement and enhancing student achievement. Research shows that teacher leadership roles have a strong effect on teachers' professional growth, the collaborative relationships among teachers, and the overall school climate (York-Barr & Duke, 2004). This new understanding acknowledges that teachers are more than merely curriculum deliverers; they are also participants in educational reform and innovation (Ho et al., 2024). When teachers create support for professional growth and engagement in site-based decision-making, they can help to develop an environment that produces positive educational outcomes.

In the Philippines, leadership practices among teachers in Santiago City are an important part of understanding how schools operate. Teachers' leadership practices can take many forms, including building strong working relationships with colleagues, participating in local professional associations, and developing collaborative partnerships with businesses and other community organizations (Tanucan et al., 2022). Teacher efficacy (i.e., teachers' beliefs about their ability to succeed) can be influenced by both shared and distributed leadership models that promote teachers' active involvement in their professional community (Blackwell and Young, 2016). Additionally, it is important to consider how demographic and contextual factors impact teachers' leadership practices, as these variables significantly shape teachers' perceptions of their roles and responsibilities (Tanucan et al., 2023).

The existence of multiple leadership practices among educators (i.e., multidimensional) necessitates a comprehensive assessment of the dynamic interactions among those involved in education. For example, some studies indicate that leadership dynamics in

schools (e.g., at the departmental or subject-area level) influence how teachers perceive their school leaders and how well they believe they work with them (Vanblaere & Devos, 2017). In addition, the context in which teachers work (e.g., rural versus urban) significantly shapes their leadership experiences; therefore, research should be conducted in each locality to identify factors that contribute to or detract from teachers' leadership in the Philippines (Blackwell & Young, 2016).

There is a significant knowledge gap regarding how to properly address teacher leadership through research regarding its defining characteristics and the effects that it has had on the teaching profession. To date, there have been very few empirical studies that have examined the relation between teacher demographics and their leadership behaviors - e.g, examining differences in years of experience, educational background, etc. Therefore, the goal of this research is to address this gap by responding to two research questions: (a) what are the levels of teacher leadership across the various domains; that is, the extent to which teachers demonstrate leadership behaviors through promoting professional learning and focusing on the learning process, encouraging teacher collaboration, participating in decision-making and being involved with external organizations; and (b) are there differences in the leadership dimensions demonstrated by the individual teachers with various demographic profiles.

The objective of this research is therefore to provide information that will support a more comprehensive understanding of teacher leadership in the Philippines by examining how it operates within the unique challenges and opportunities present in schools in Santiago City. The results of this research will provide educational stakeholders with the information they need to improve teacher leadership and therefore create a more collaborative, innovative and effective educational system for the future. Consequently, the current study will answer the following two research questions:

Research Questions:
1. What is the profile of the respondents in terms of:
    1.1. Sex;
    1.2. Grade Level Taught;
    1.3. School Type Taught;
    1.4. Age Group?
2. What is the level of teacher leadership among the respondents in terms of:
    2.1. Promoting Professional Learning
    2.2. Focusing on the Learning Process;
    2.3. Encouraging Collegial Collaboration;
    2.4. Engaging in Decision-Making; and
    2.5. Liaising with External Affiliations?
3. Is there a significant difference in the leadership practices of teachers when grouped according to their demographic profile (e.g., years of experience, educational attainment, or position)?

Teacher Leadership Practices in Educational Contexts
Constructing teacher leadership has played an important role in advancing educational practices worldwide. Research shows that effective teacher leadership positively affects student outcomes and fosters a collaborative environment among staff members. For example, in the Philippines, several studies have demonstrated the importance of developing local-context leadership practices to improve educational quality. One of the most significant studies conducted by Singh et al. (2021) during the COVID-19 pandemic examined how hybrid learning models were implemented and how teachers' roles evolved into leadership roles in developing new instructional methods for both online and face-to-face delivery. This transition requires teachers to adapt to the new learning environment and underscores the need for teachers to lead their professional learning communities and engage their colleagues in innovative teaching practices.

In the Philippines, there is growing recognition among teachers of their ability to lead beyond the typical boundaries of the classroom. Batugal and Tindowen (2019) examined how organizational culture affects teachers' commitment and job satisfaction and concluded that a strong sense of belonging to a community increases the likelihood of becoming a successful teacher leader. Their research illustrates how organizational culture influences teachers' leadership capacity to facilitate colleagues' professional development and foster a collaborative learning environment. These findings support the view that leadership is not an inherent trait of any individual but rather a quality developed through supportive relationships within educational contexts (Qiao et al., 2017).

Collaboration among teachers has also become increasingly important, as evidenced by recent research at the national and international levels. One study included in Zheng and Ye describes how teacher-leaders develop their teaching practices by establishing a community of teacher-leaders within a networked learning environment (Zheng & Ye, 2022). Through collaboration, teachers can foster a supportive culture among themselves, thereby enhancing their effectiveness as leaders. In the Philippines, where community values play a significant role, schools can leverage teachers' pedagogical expertise to create a more effective learning environment for children.

Research also indicates an urgent need for studies that specifically examine the dimensions of teacher leadership in the Philippine educational context. The vast majority of prior studies on leadership have focused on general theories without a thorough analysis

of local contexts, underscoring the need to examine this area to better understand the unique challenges and opportunities that Filipino educators face in leadership practice.

Demographic Influences on Leadership Practices

Analyzing teacher leadership by examining the impact of one's demographic profile provides critical information regarding the intricacies of educational leadership across various contexts. Research on demographic factors influencing educational practices, particularly in the Philippines, has yielded numerous findings. For example, Mbaleka (2014) studies how the varied experiences of Filipino teachers based on their educational backgrounds affect how they deliver instruction and how they assume leadership roles as an educator, which is reflected through the way each teacher uses their experience to facilitate teaching in the classroom and how each teacher utilizes their experience to provide an example of what they would consider to be a good leader in their workplace.

Furthermore, studies examining teachers' job satisfaction by demographic group have identified systemic trends in satisfaction. Tanucan et al. (2022) examined the relationship between digital leadership and teacher job satisfaction during the COVID-19 pandemic and concluded that younger teachers and those who received additional technology training reported higher job satisfaction in their leadership roles. Understanding the relationships underscores the need for leadership and professional development opportunities specifically designed to accommodate individual demographic groups, thereby ensuring equal access for all teachers to effectively demonstrate leadership in their respective classrooms and school communities.

One major development in the Philippines is the presence of diverse demographic groups, which may or may not affect leadership engagement. Because studies show that teacher ownership is enhanced by participative decision-making (Nuaimi et al., 2015), identifying how demographic characteristics (i.e., gender, years of experience, educational attainment) influence leadership practices within schools is critical.

Therefore, an analysis of the differences in leadership practices for teachers based upon their demographics is necessary to identify trends that can inform policies and development efforts to create inclusive approaches to teacher leadership development in the Philippines' education system.

Dimensions of Teacher Leadership

Recent research has shown that several aspects of teacher leadership can shape the school climate. These factors include support for professional development, teacher involvement in decision-making, and collaboration among teachers (Datu & Bernardo, 2020; Tanucan et al., 2022). For example, Frick's research on ethical decision-making examined how school leaders navigate complex environments by applying a model that supports shared governance and participatory methods to create a more inclusive decision-making process (Frick, 2009). In the context of this study, shared governance and participatory methods are particularly significant, given that these forms of teacher collaboration are culturally significant in the Philippines.

The importance of promoting collegial collaboration is further underscored by studies showing that teachers who participate in team-based collaboration are far more likely to engage in professional development (Batugal & Tindowen, 2019). In the Philippines, the collaborative culture that is a hallmark of all Filipino schools is critical for developing effective leadership techniques that will result in improved academic achievement and a better overall school environment. While collaborative practices benefit educators individually, they are also necessary to develop a supportive educational community.

Moreover, within the educational sphere, leadership roles in external affiliations can enhance a teacher's capacity to influence. Research has shown that creating connections with organizations outside of their local education systems—such as formal institutions of education, NGOs, or local governments—has a positive impact on resource sharing and professional development for teachers (Tanucan et al., 2022). This evidence strengthens the case for establishing relationships beyond the educational community in which the teacher currently works.

Research on teacher leadership dimensions offers a natural opportunity to focus on the Philippines. The research will examine how teacher leadership dimensions interact with demographic factors to clarify how teacher leadership practice occurs and where potential opportunities exist for programs that support teacher leadership development in Santiago City Schools.

Synthesis

The present study identifies the need for a comprehensive assessment of teacher leadership practices in the Philippine context, particularly in Santiago City. Prior research provides a strong foundation for understanding the multiple dimensions of teacher leadership, including the impact of demographic characteristics and various aspects of collaborative involvement; however, there are currently very few local investigations that examine the challenges Filipino teachers face in their leadership roles. Therefore, the primary purpose of this study is to address the gaps identified above by answering two central questions: (1) To what extent do respondents exhibit teacher leadership behaviors in relation to supporting professional development, focusing on the process of learning, promoting collegial collaboration, participating in decision making, and developing external relationships? (2) Are there significant differences in teacher leadership practice when teachers are categorized according to demographic characteristics? Examining these questions will expand the current understanding of the complex nature of teacher leadership and inform policy-making aimed at improving educational practices in the Philippines.

Method
The purpose of this section is to present how the research was conducted to assess how teachers lead as leaders in Santiago City, Philippines. The objective of the study was to assess the extent to which teachers exhibit leadership behaviors and practices (i.e., leadership levels) by examining multiple aspects of leadership, such as developing staff through collaboration, decision-making, and collaboration with external organizations. Additionally, the study examined whether leadership practices differed significantly by respondents' demographic characteristics (i.e., years of teaching, education level, and position). There is insufficient existing literature on localized studies of teacher leadership in the Philippines that provide a rationale for this research.

Design
The research design for this study was quantitative, enabling the researcher to collect numerical data to assess teachers' leadership practices. A quantitative research design was determined to be the most appropriate for providing statistical information on the relationship between respondents' demographic characteristics (e.g., age, years of experience in education, education level, teacher role) and teachers' leadership practices. A cross-sectional survey design was used to collect data from multiple schools in Santiago City. Using this design, data on teachers' leadership practices could be assigned to a single point in time (i.e., at the time of the assessment), providing information on current trends (i.e., how teachers lead) in teacher leadership.

Respondents
All teachers employed by selected public and private schools in Santiago City were included in the target population. Using a stratified random sampling procedure, a total of 71 teachers were randomly selected for the study, ensuring representation across demographic groups, including type of school (public vs. private), educational attainment, years of experience, and position within the school. The goal of stratification was to increase the validity of the findings from which statistical analysis could provide comparisons of teacher leadership based on demographic characteristics of teachers.

Instrument
The structure of the data collection instrument was a questionnaire that was adopted from Chen (2020) to assess five defined dimensions of teacher leadership: the ability to promote professional development, to develop a focus on the student learning process, to promote collaboration among colleagues, to involve teachers in the decision-making process, and to work with external entities. The questionnaire was adapted from validated research instruments used to evaluate each teacher's leadership ability, measuring perceptions and experiences of teacher leadership using Likert-type scales. A pilot study using a separate sample of teachers was conducted to establish clarity, reliability, and validity, yielding a Cronbach's alpha of 0.88, indicating high internal consistency.

Data Analysis
The questionnaires provided an opportunity for in-depth statistical analysis of the responses, which were analyzed using SPSS software. Descriptive statistics were used to examine the overall levels of participants' teacher leadership practices. In addition, inferential statistics were used to compare the variations in teacher leadership practices by demographic profiles. Additionally, one-way ANOVA and t-tests were used to assess differences in leadership practices across respondent groups, enabling a systematic examination of each research question.

Result

Table 1. Frequencies of Sex

Sex	Counts	% of Total
FEMALE	53	75.7%
MALE	17	24.3%

The demographic characteristics of respondents to the survey indicate that female teachers constitute a large proportion (75.7%) of the population at the selected schools in Santiago City; 53 of 70 participants were female, and 17 were male (24.3%). This pattern matches the national profile of female dominance in the teaching profession in the Philippines. Given that this research was designed to assess various aspects of leadership practices, the findings are likely to reflect a predominantly feminine view of leadership and its enactment or interpretation within these academic environments.

Table 2. Frequencies of Grade Level Taught

Grade Level Taught	Counts	% of Total
ELEMENTARY	21	30.0%
JUNIOR HIGH SCHOOL	28	40.0%
SENIOR HIGH SCHOOL	21	30.0%

A representative sample of teachers was studied in Santiago City. The largest number was JHS teachers, representing more than a third (40%) of all teachers. However, the other major groups have an equal number of participants recorded (30%): primary teachers and SHS teachers (21). Representing teachers across different educational levels helps establish leadership practices across the K-12 educational system in the Philippines, capturing the distinct leadership dynamics and teaching-method challenges associated with each level. JHS represented the largest proportion of respondents; therefore, they may provide greater insight into leadership experiences during the adolescent transition period. Since primary teachers and SHS teachers have equal numbers of respondents, this adds a broader perspective and helps establish comparative data for future research.

Table 3. Frequencies of Age Group

Age Group	Counts	% of Total
21-20 yrs	11	15.7%
31-40 yrs	24	34.3%
41-50 yrs	17	24.3%
50 yrs and above	18	25.7%

According to the age distribution of the surveyed respondents, the teaching staff is described as having substantial numbers of mature and experienced educators, with the largest number (34.3% or 24 teachers) of educators returning their surveys falling within the 31 to 40 year old age range. The second largest number (25.7%) of educators fall within a somewhat equal number of educators being 50 years of age or older and those being between the ages of 41 to 50; while the youngest group (noting the cohort of 21 to 30 year olds in the table as the "21 to 20" group) has only 15.7%. Given that the leadership practices of teachers from different backgrounds and experiences are measured by using a multi-dimensional approach, the results reflect that at least the majority of the teachers in Santiago City reside in the mid to late stage of their teaching careers, therefore most likely possessing a vast amount of professional knowledge and developed leadership styles. Furthermore, as described in the results, with 50% of the teachers who are 40 years of age or older, the workforce is perceived as stable and experienced with highly developed educational skills, as compared to the group of 21 to 30 year olds at 15.7%, who express emerging digital/native leadership styles.

Table 4. Promoting Professional Learning

Particulars	Mean	SD
1. I encourage team colleagues to practice new skills and pedagogies.	3.09	0.812
2. I supervise and evaluate colleagues' performance to improve teaching.	2.24	0.892
3. I encourage colleagues to use classroom data to improve.	2.86	0.889
4. I create professional growth opportunities for team colleagues.	3.20	0.809
5. I acknowledge the exceptional performance of my team colleagues and provide incentives.	3.34	0.849
Mean	2.95	0.631

Table 4 indicates that teacher leadership in the area of promoting professional learning is fairly strong (i.e., an overall weighted mean of 2.95; standard deviation 0.631). The respondents' highest degree of participation was in recognizing exemplary performance and providing incentives (mean score of 3.34), followed closely by providing opportunities for professional growth

(mean score of 3.20), which reflects a leadership style based on positive reinforcement and building capacity; however, while the teachers expressed high levels of participation in supporting new pedagogical practice (mean score of 3.09) and in the use of data in the classroom (mean score of 2.86), they were much less willing to supervise and evaluate the work of their peers (mean score of 2.24), which illustrates that while they do an excellent job creating supportive and developmental environments as teacher leaders, they may struggle with more formal evaluative aspects of their role as peer leaders or do not practice these activities with as much frequency in their current professional contexts.

Table 5. Focusing on the Learning Process

Particulars	Mean	SD
6. I encourage team colleagues to monitor student progress.	3.27	0.779
7. I set academic goals for students through discussion with my team.	3.01	0.789
8. I recognize superior student achievement or improvement by meeting with students.	3.16	0.773
9. I talk informally with students during recess and breaks.	3.74	0.829
10. I attend/participate in extra- and co-curricular activities.	3.00	0.816
Mean	3.24	0.644

As shown in Table 5, teacher leadership in the areas of focus on learning is moderate to high (overall weighted average of 3.24). The highest-rated aspect of teacher leadership was informal conversations with students during breaks, rated 3.74, indicating that teacher leaders in this sample believe that building relationships and learning more about student needs occur outside traditional classroom instruction. However, teacher leaders also demonstrate strong leadership through the regular monitoring of student progress (Mean = 3.27) and the recognition of student accomplishments (Mean = 3.16). The lower average ratings for collaborative goal setting (Mean = 3.01) and participation in co-curriculars (Mean = 3.00) suggest that these two aspects are practiced slightly less frequently than the previously mentioned areas of teacher leadership. Additionally, the standard deviations for teacher leadership practice (ranging from 0.773 to 0.829) indicate a relatively high level of agreement among respondents in their commitment to student-centered leadership practice.

Table 6. Encouraging Collegial Collaboration

Particulars	Mean	SD
11. I set team plans and make decisions in alignment with the school's goals.	3.69	0.986
12. I am responsible for coordinating the curriculum in my team.	3.01	0.909
13. I encourage my team members to collaborate within my team and with other teams in the school.	3.13	0.883
14. I invite teachers or experts from other organizations to share with my team.	3.44	0.845
15. I encourage team colleagues to collaborate with peers from other schools.	3.71	0.965
Mean	3.40	0.747

According to Table 6, a high degree of teacher leadership in encouraging team members toward collegial collaboration is reported by respondents, with an overall weighted mean of 3.40 (SD = 0.747). All behaviors are rated positively; the highest mean is 3.71 for training team members with outside peer collaborators (school) and 3.69 for aligning team plans and decisions with school goals. Therefore, teacher leaders are oriented outwardly and strategically. The behavior rated lowest (relative) was 3.01 for working with the curriculum across their team. This illustrates that teachers work to create a culture of collaboration and professional exchange both within and beyond their own buildings and significantly contribute to linking their individual classrooms to a global educational community.

Table 7. Engaging in Decision-Making

Particulars	Mean	SD
16. I provide suggestions to my supervisors for setting school goals.	3.10	0.854
17. I participate in the review of curricular materials.	3.50	0.897
18. I have sufficient autonomy to do the work.	3.79	0.815
19. I serve as a liaison between my supervisors and team members.	3.27	0.797
20. I am involved in school decision-making.	3.51	0.756
Mean	3.43	0.657

Based on the results in Table 7, the teachers exhibit a high level of leadership, as evidenced by an overall mean score of 3.43 (SD = 0.657) on the total composite score for Engaging in Decision-Making. This indicates that teachers feel empowered and have a voice in the governance of their schools. The indicator with the highest mean score is the perception of having sufficient autonomy to perform their job (M=3.79, SD=0.815). This indicates a strong level of professional trust and independence. The teachers also report being actively engaged in making decisions for the school (M=3.51, SD=0.756) and in reviewing curriculum materials (M=3.50, SD=0.897). While the data remain positive, the mean of 3.10 (SD=0.854) for providing input regarding the setting of school goals indicates that, although teachers have a high level of autonomy in their day-to-day work, their input in broader, strategic, systems-level planning is somewhat less pronounced. The low standard deviations across all items indicate a high degree of consistency and a general similarity in teachers' perceptions of their participative role in school decision-making processes.

Table 8. Liaising with External Affiliations

Particulars	Mean	SD
21. I liaise with teacher leaders or other professionals of peer schools.	3.06	0.849
22. I liaise with parents to communicate student progress and performance.	3.44	0.895
23. I liaise with the community and other organizations.	3.30	0.983
24. I liaise with educational bureau officers.	2.64	1.077
25. I liaise with researchers in educational organizations.	3.00	1.007
Mean	3.09	0.590

As shown in Table 8, the overall weighted mean of 3.09 indicates that the average teacher level of leadership in liaising with external affiliations is moderate. Parent communication about student progress (Mean = 3.44) and involvement in the community at large (Mean = 3.30) are the two areas with the highest scores; both emphasize immediate stakeholders. Conversely, the educational bureau interaction rating is the lowest (Mean = 2.64, SD = 1.077), and this variable shows the greatest variance in teacher ratings, indicating that formal liaison with policy-level educational organizations is less common or less consistently practiced by the average teacher. The remaining two subnetworks of teacher to peer schools (Mean = 3.06) and researcher (Mean = 3.00) were rated with a mean score near three, but the overall standard deviation (0.590) indicates that even though most teachers do engage in networking externally, their main focus appears to be in localized student-to-student communications rather than at a systematic institutional level.

Table 9. Independent Samples T-Test According to Sex

		Statistic	df	p
Promoting Professional Learning	Student's t	-1.852	68.0	0.068
Focusing on the Learning Process	Student's t	-1.114	68.0	0.269
Encouraging Collegial Collaboration	Student's t	-0.314[a]	68.0	0.754

Table 9. Independent Samples T-Test According to Sex

		Statistic	df	p
Engaging in Decision-Making	Student's t	0.926	68.0	0.358
Liaising with External Affiliations	Student's t	-0.326	68.0	0.746

Note. H$_a$ μ$_{FEMALE}$ ≠ μ$_{MALE}$

[a] Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances

The independent sample t-tests performed using the results shown in Table 9 have concluded from all five dimensions of promoting professional learning (p=0.068), focusing on learning (p=0.269), encouraging collegial collaboration (p=0.754), engaging in decision making (p=0.358), and liaising with external affiliations(p=0.746), that there are no statistically significant differences between male and female teachers with respect to their leadership practice scores. Therefore, since all p-values were higher than the standard alpha level of 0.05, the null hypothesis is accepted. This suggests that there is no significant difference between male and female teachers' leadership behaviors, as measured in this study. Due to the fact that the area of encouraging collegial collaboration had a violation of the assumption of equal variances according to Levene's Test (p<.05), and since the resulting p-value on this dimension did not achieve statistical significance, this further supports the notion that there is no significant impact of sex on the specific leadership practices being assessed in this study sample.

Table 10. One-Way ANOVA (Grade Level Taught)

	F	df1	df2	p
Promoting Professional Learning	0.210	2	43.3	0.811
Focusing on the Learning Process	0.303	2	43.3	0.740
Encouraging Collegial Collaboration	1.486	2	40.7	0.238
Engaging in Decision-Making	1.682	2	39.6	0.199
Liaising with External Affiliations	1.518	2	43.0	0.231

According to One-Way ANOVA results as shown in Table 10, there were no significant differences in teachers' leadership practice by grade level; using all five dimensions of leadership (Promoting Professional Learning, Focusing on the Learning Process, Supporting Collegial Collaboration, Engaging in Decision-Making, and Communicating with External Partnerships) calculated p-values all exceeded the alpha level (ranging from .199 to .811) of .05. Thus, because every p > .05, the null hypothesis of no relationship between a teacher's grade level assignment and the number or frequency of leadership practices has been maintained; therefore, teachers in all grade levels appear to utilize these behaviors in similar ways and on similar levels.

Table 11. Independent Samples T-Test according to School Type

		Statistic	df	p
Promoting Professional Learning	Student's t	1.171	68.0	0.246
Focusing on the Learning Process	Student's t	1.514	68.0	0.135
Encouraging Collegial Collaboration	Student's t	0.689	68.0	0.493
Engaging in Decision-Making	Student's t	0.736	68.0	0.465
Liaising with External Affiliations	Student's t	-0.595	68.0	0.554

Note. H$_a$ μ$_{Private School}$ ≠ μ$_{Public School}$

The independent-samples t-test, as shown in Table 11, indicates no statistically significant difference in the types of leadership behavior used by teachers across the two school types (public and private). The p-values associated with each of the five dimensions, Promoting Professional Learning, Concentrating on the Learning Process, Encouraging Collegial Collaboration,

Engaging in Decision-Making, and Liaising with External Affiliates, were all greater than the alpha standard value of 0.05 and fell within the range of 0.135-0.554, meaning they failed to provide evidence against the null hypothesis. Thus, we concluded that, with respect to teachers' leadership behavior and practices in both public and private institutions, the type of institution in which they are affiliated does not affect their leadership behavior or practices, based on the available data.

Table 12. One-Way ANOVA (Age Group)

	F	df1	df2	p
Promoting Professional Learning	2.590	3	30.5	0.071
Focusing on the Learning Process	0.930	3	30.7	0.438
Encouraging Collegial Collaboration	0.443	3	31.2	0.724
Engaging in Decision-Making	0.369	3	32.6	0.776
Liaising with External Affiliations	2.644	3	30.5	0.067

According to the findings presented in Table 12 for the One-Way ANOVA, there is no significant difference among teacher leadership practices across age groups. Each of the five domains: Promoting Professional Learning, Focusing on The Learning Process, Encouraging Collegial Collaboration, Engaging in Decision Making, and Liaising with External Affiliates, all have p-values above the .05 level of significance. More specifically, the p-values range from 0.067 to 0.776, indicating that any variance between the group means was likely due to chance and does not support a statistically significant correlation. As such, the null hypothesis is not rejected, as the teacher's age does not affect their involvement in the leadership behaviors listed above.

Research Discussion
Overview of Teacher Leadership in the Philippine Context
According to this research, teacher leadership is a multi-dimensional phenomenon and is prevalent among the respondents in Santiago City, Philippines. Among Creator adults, teacher leaders reflect the demographic of teachers in the United States; the majority of respondents are female (75.7%). The established majority of women in education in the United States reflects women's dominant role in the educational system and in how leadership styles are interpreted and enacted in their classrooms. Previous research indicates that female educators commonly express relational, collaborative, and student-centered leadership styles (Yacon & Cayaban, 2023). Therefore, exploring the various dimensions of teacher leadership outlined in this study may provide additional context for examining the larger implications of gender for teacher leadership in the Philippines.

Dimensions of Teacher Leadership Practices
The results of the study indicate an overall level of teacher competency in professional development, with a mean score of 2.95, indicating the extent to which teachers recognize exemplary teacher performance and create numerous opportunities for improvement among peers. The distinctly lower mean score for supervising and evaluating peers illustrates a potential gap in the formal, evaluative aspects of teacher leadership (Sukmayadi, 2023). This inconsistency aligns with the current literature on leadership, which recognizes both forms of development and evaluation as valuable for creating a positive learning environment (Pasubillo & Asio, 2023). Therefore, it is evident that, while the Santiago City teachers possess strengths in developing a supportive community, they may require additional professional development to support confidence/ability in evaluating peers.

Focusing on the Student Learning Process
At an average score of 3.24 regarding the development of the learning process, the study demonstrates that teachers were successful in their active involvement in improving the student learning experience. The study's low scores for collaborative goal setting and co-curricular involvement also indicate that teachers related informally with students but appeared unable to extend that same spirit of collaboration into their structured academic programs (Andalecio, 2010). The dichotomy between informal, positive relationships and formal, rigorous academic relationships reflects a more complex understanding of teacher leadership, whereby informal, positive relationships can coexist with formal, rigorous academic relationships; however, formal collaborative relationships may pose challenges. To eliminate these disconnections, structures that incentivize collaborative goal-setting may need to be developed to enhance the student experience while maintaining academic rigor.

Engagement in Decision-Making and External Liaison
Engagement in decision-making is associated with teacher empowerment and autonomy, as evidenced by an overall average score of 3.43. The lower average score on teacher engagement with school goal-setting indicates that school leaders underutilize

teachers' valuable insights as a resource for developing well-rounded school governance (Cruz, 2020). As illustrated above, community-based decision-making tends to be a close-knit process that inadvertently constrains teachers' ability to influence District policies. Furthermore, although the mean score for teacher engagement with external partnerships was modest at 3.09, the low scores for partnerships with Education Bureaus indicate there is a weak connection between the Schools and broader institutional support systems that could facilitate improved student achievement (Tabao, 2020). Therefore, it is necessary to advocate for systemic changes that will strengthen the links between teachers and educational policymakers, as these connections will help expand the support available to teachers in their teaching environments.

Implications of Research Findings
Based on independent-samples t-tests and ANOVA results indicating no statistically significant differences in demographic characteristics related to teacher leadership practice, the contextual features of teacher engagement far outweigh issues related to gender, tenure, or institutional type. This challenges the belief in hard boundaries of leadership defined by demographic categories and supports an alternative view of teacher leadership that encompasses a broad spectrum of experiences and voices within educational settings (Esguerra & Quinito, 2025). Therefore, further research should continue to investigate the intersectionality of factors affecting teacher leadership, with a view to fostering environments that promote the holistic development of the K-12 educational system in the Philippines.

In conclusion, the findings of this study provide evidence of the significant contribution of teacher leadership practices in Santiago City and underscore significant gaps in peer evaluation, formal collaboration, and external engagement. Further investigation is warranted to develop refined professional development programs that address the needs arising from variations in leadership practice among educators in the Santiago City area.

Conclusions
Findings from the Santiago City research indicate that teacher leaders exhibit high consistency and actively pursue teacher leadership across diverse demographic and professional backgrounds. In Santiago City, the teaching population is predominantly female, with many experienced teachers, and approximately 50% of teachers responding to the survey are aged 40 or older. In terms of collaborating with peers and participating in school decision-making processes, teachers exhibit a high degree of professional autonomy; they report strong alignment with the school's strategic direction. Similarly, they are highly capable of providing supportive environments for students and playing an informal leadership role for students; however, they have lower rates of participating in formal peer-to-peer supervision and participating in the development of high-level systemic planning.

Statistical analysis of the data indicates a remarkable amount of consistency in how leadership is exercised among the teacher population in the Santiago City area. No significant differences are evident in how teachers exercise leadership by sex, age, or grade level. In addition, there do not appear to be major differences in the frequency or type of leadership behaviors by institution type (public or private). Therefore, based on the findings of this study, it appears that teachers in Santiago City demonstrate a collective commitment to student-centered leadership and professional collaborative cultures, creating a high degree of consistency and experience within the K-12 education community.

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