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Shared Leadership Practices and Workload Management of Public Elementary School Heads and Teachers in District VI, Manila

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ABSTRACT

This study examined the relationship between Shared Leadership Practices and Workload Management among public elementary school heads and teachers in District VI, Manila, and developed a proposed leadership development program. Anchored in the Philippine Professional Standards for School Heads (PPSSH) and the Input-Process-Output (IPO) framework, the study employed a quantitative descriptive-correlational research design. A researcher-made 35-item questionnaire was administered to 105 purposively selected respondents comprising five school heads and 100 teachers from five public elementary schools. Data were analyzed using weighted mean, standard deviation, and Pearson's correlation coefficient. Shared Leadership Practices obtained an overall mean of 3.708 (Expert), with Collective Responsibility receiving the highest assessment (3.722) and Mutual Accountability the lowest (3.686). Workload Management recorded an overall mean of 3.694 (Expert), with Open Communication ranking highest (3.787) and Delegation of Responsibilities lowest (3.621). All 12 relationships between the dimensions were positive and statistically significant ($r = .417–.676$, $p < .001$), with the strongest association observed between Collective Responsibility and Team-Based Planning ($r = .676$). The findings established significant associations without demonstrating causality. These results informed the proposed LEAD-TOGETHER Leadership Development Program, emphasizing mutual accountability, competency-based delegation, collaborative planning, participative governance, and timely feedback. Program implementation, monitoring, and effectiveness evaluation were recommended. The study supported Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) by addressing collaborative educational leadership and participatory school governance. Its sustainability contribution lies in providing an evidence-based foundation for strengthening institutional coordination, shared accountability, and responsible workload management within public elementary schools.

Keywords: *Collaborative Leadership, Collective Responsibility, Delegation, Participative Governance, Shared Leadership, Workload Management*

1. INTRODUCTION

The Philippine basic education system has undergone significant transformations characterized by curriculum reforms, increasing administrative responsibilities, and continuing efforts to improve educational quality. These developments have placed greater demands on school heads, who perform instructional, administrative, supervisory, and organizational functions. Shared leadership has emerged as a collaborative approach that promotes the distribution of appropriate leadership responsibilities among school heads, teachers, and other school personnel. Yada and Jäppinen (2022) emphasized the importance of collective competencies, shared accountability, and collaboration in school leadership, while Galdames-Calderón (2023) highlighted the role of distributed leadership in strengthening teacher participation and professional development. Despite these developments, the relationship between shared leadership practices and workload management remains insufficiently examined in Philippine public elementary schools. This study investigated the relationship between these constructs among school heads and teachers in District VI, Manila. The findings provided the basis for the proposed LEAD-TOGETHER Leadership Development Program, which was designed to support collaborative leadership and workload coordination.

Research Problem

Effective school leadership requires the coordination of administrative responsibilities, instructional supervision, personnel management, and school operations. However, increasing organizational demands have raised concerns regarding the distribution and management of responsibilities among school personnel. Creagh et al. (2025) identified workload intensification, time constraints, and competing professional responsibilities as significant challenges among teachers and school leaders. Similarly, Wang et al. (2023) emphasized that school principals experienced demanding workloads, extended working hours, and emotionally challenging situations. In the Philippine context, Algar et al. (2025) reported that excessive ancillary responsibilities affected teachers' instructional preparation, professional satisfaction, and workload management. These findings highlighted the importance of examining organizational practices associated with the effective distribution and coordination of school responsibilities.

Shared leadership provides an organizational approach that encourages participation in decision-making, collective accountability, and collaborative responsibility. Patrick (2022) established that collaborative planning opportunities and supportive school leadership conditions were associated with teacher collaboration. Similarly, Zhan et al. (2024) identified a positive relationship between shared instructional leadership and instructional coherence, while Ma and Marion (2024) demonstrated that distributed leadership was associated with teacher collaboration through professional learning and an innovative school climate. These findings supported the relevance of shared leadership to organizational coordination and school improvement.

Mutual accountability and collective responsibility are also essential components of shared leadership. Yada and Jäppinen (2022) identified shared meaning, broad participation, and collective competencies as important elements of collaborative leadership. Galdames-Calderón (2023) emphasized the role of school principals in empowering teachers and strengthening shared organizational responsibilities. Likewise, Eckert et al. (2024) reported positive relationships between collective school leadership and collective teacher efficacy, while Kıral (2025) highlighted the importance of communication, professional support, and collaborative problem-solving in developing collective responsibility among teachers. Workload management involves more than distributing assigned tasks. It also requires appropriate delegation, collaborative planning, participative governance, and effective communication.

Meyer et al. (2023) emphasized the importance of principal leadership in supporting teacher collaboration and organizational change. Laursen et al. (2025) identified shared instructional leadership practices involving distributed responsibilities, professional reflection, and collaboration among school personnel. In the Philippine setting, Parcon and Gallardo (2025) identified unequal workload distribution, unclear responsibilities, and mismatched assignments as challenges in allocating ancillary duties. Manegdeg and Paglinawan (2024) further examined the relationships among collaboration opportunities, perceived teacher workload, and professional development access among public-school teachers.

Moreover, Bellibaş et al. (2024) examined the relationships among distributed leadership, teacher workload stress, teacher well-being, and professional commitment. Their findings provided additional support for examining leadership practices alongside workload-related organizational conditions. However, previous investigations primarily focused on individual leadership dimensions, teacher collaboration, workload concerns, or organizational outcomes. Although existing studies have established the relevance of shared leadership and workload management, limited research has examined their statistical relationship using the seven operational dimensions adopted in the present investigation, particularly among public elementary school heads and teachers in District VI, Manila. This research addressed the identified gap by examining how Shared Leadership Practices were associated with Workload Management within the selected public elementary schools.

Assumptions of the Study

The study was guided by the assumption that Shared Leadership Practices and Workload Management were related organizational constructs within public elementary schools. Shared Leadership Practices encompassed Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility, while Workload Management included Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication. These dimensions represented organizational practices relevant to the coordination of school responsibilities and the participation of school personnel in leadership activities. The study further assumed that the assessments provided by school heads and teachers could describe the extent to which these practices were observed within their respective schools. The seven dimensions were treated as researcher-defined operational measures aligned with the broader professional expectations of school leadership rather than as official domains or strands of the Philippine Professional Standards for School Heads (PPSSH). The investigation tested the null hypothesis that no statistically significant relationship existed between Shared Leadership Practices and Workload Management among public elementary school heads and teachers. Given the descriptive-correlational research design, the observed relationships were interpreted as statistical associations without establishing causal effects.

Objectives of the Study

The primary objective of the study was to determine the relationship between Shared Leadership Practices and Workload Management among public elementary school heads and teachers in District VI, Manila. Specifically, the study aimed to assess the respondents' levels of Shared Leadership Practices in terms of Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility. It also sought to determine the levels of Workload Management based on Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication. Furthermore, the study examined whether a statistically significant relationship existed between Shared Leadership Practices and Workload Management. Based on the findings, the study sought to develop a proposed leadership development program

intended to strengthen collaborative leadership practices and support workload management among public elementary school heads and teachers.

Theoretical or Conceptual Basis

The study was anchored in the Philippine Professional Standards for School Heads (PPSSH), adopted through DepEd Order No. 24, s. 2020. This professional-standards framework comprises five domains: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections. These domains provide a policy foundation for examining school leadership, organizational management, personnel development, and stakeholder collaboration (Department of Education, 2020). Within this framework, Shared Leadership Practices and Workload Management were treated as two researcher-defined constructs. Shared Leadership Practices consisted of Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility, whereas Workload Management comprised Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication. These seven dimensions were operational measures derived from the approved questionnaire and were not presented as official PPSSH domains or strand titles.

The selected dimensions were supported by existing educational leadership research. Yada and Jäppinen (2022) emphasized collective competencies and shared accountability in collaborative leadership. Galdames-Calderón (2023) highlighted the importance of distributing leadership responsibilities and supporting teachers' professional participation. Similarly, Kıral (2025) identified communication, cooperation, and leadership support as important practices for developing collective responsibility within school organizations. Collaborative planning and participative governance were also supported by previous studies. Patrick (2022) identified structured collaboration opportunities as important organizational conditions for teachers, while Meyer et al. (2023) demonstrated the role of principals in facilitating teacher collaboration and organizational improvement. Ma and Marion (2024) further established an association between distributed leadership and teacher collaboration. These findings provided a basis for examining collaborative decision-making and team-based planning as organizational practices within public elementary schools. Effective communication was likewise considered relevant to workload coordination. Mayola and Baguio (2024) examined leadership communication capabilities among public elementary school teachers in the Philippines, providing contextual support for examining information sharing and communication practices within school organizations. Together, these studies reinforced the conceptual relevance of the operational dimensions used in the investigation.

The study adopted the Input-Process-Output (IPO) conceptual framework. The inputs comprised five public elementary school heads and 100 teachers from five participating schools in District VI, Manila, together with the two measured constructs and the approved 35-item questionnaire. The process involved questionnaire administration, data preparation, descriptive statistical analysis using weighted mean and standard deviation, and correlation analysis using Pearson's r. The output was the proposed LEAD-TOGETHER Leadership Development Program, which was developed based on the study findings to strengthen shared leadership practices and support workload coordination. The proposed program was not subjected to an effectiveness evaluation. The investigation was further situated within relevant Department of Education policies. DepEd Order No. 005, s. 2024 established guidelines for rationalizing teachers' workload and compensating teaching overload (Department of Education, 2024b). Meanwhile, DepEd Order No. 007, s. 2024 provided policy guidelines for implementing the Revised School-Based Management System, emphasizing school-level decision-making, participation, and

institutional accountability (Department of Education, 2024a). These policies reinforced the relevance of examining collaborative leadership and workload management in Philippine public elementary schools.

Alignment with Relevant Sustainable Development Goals (SDGs)

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive, equitable, and quality education and lifelong learning opportunities. By examining Shared Leadership Practices and Workload Management, the investigation addressed organizational conditions relevant to effective educational administration, professional collaboration, and leadership development. The findings provided context-specific information that may assist school administrators and educational stakeholders in strengthening organizational coordination and supporting sustainable educational practices. The study was also aligned with Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), particularly its emphasis on accountable, inclusive, and participatory institutions. Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility reflected principles of participative institutional governance, while Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication represented organizational practices that may strengthen cooperation and accountability within schools. In terms of sustainability, the investigation contributed to discussions on educational and institutional sustainability by examining the relationship between collaborative leadership and workload coordination. The proposed LEAD-TOGETHER Leadership Development Program provided a research-based framework for strengthening leadership participation, shared accountability, communication, and the organization of school responsibilities. Although the study did not directly evaluate sustainability outcomes or program effectiveness, its findings offered a basis for improving collaborative school governance and informing leadership development initiatives.

2. METHODOLOGY

Research Design

The study employed a quantitative descriptive-correlational research design to examine the relationship between Shared Leadership Practices and Workload Management. The descriptive component assessed shared leadership through Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility, while workload management was evaluated through Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication. This approach allowed the systematic assessment of existing conditions and the examination of statistical relationships without manipulating variables (Miksza et al., 2023). The correlational component determined the direction and strength of the association between the two constructs without establishing causality (Janse et al., 2021). Data were collected using a structured questionnaire and analyzed through descriptive statistics and Pearson correlation. The findings served as the basis for the proposed Leadership Development Program.

Research Locale or Study Setting

The study was conducted in five participating public elementary schools in District VI, Manila, under the Schools Division Office of Manila (SDO Manila). These schools provided the research setting for assessing shared leadership practices and workload management among public elementary school heads and teachers.

Participants or Data Sources

The study involved 105 respondents, comprising five public elementary school heads and 100 teachers selected through a two-stage purposive sampling procedure. School heads were

selected purposively, while teachers were chosen through criterion-based sampling. Eligible teachers included permanent or regular teachers, Master Teachers, and Key Teachers involved in school leadership or workload management practices. Purposive sampling enables the selection of participants according to characteristics relevant to the research objectives (Magnone & Yezierski, 2024). School heads assessed leadership and administrative responsibilities, while teachers evaluated their experiences with school leadership, planning, governance, communication, and workload management. Since the total eligible population was not formally documented, the sample was considered non-probabilistic, and the findings were interpreted within this limitation.

Research Instruments or Materials

A researcher-made survey questionnaire served as the primary data-gathering instrument. It contained 35 items divided into two parts. The first measured Shared Leadership Practices through 15 items covering Collaborative Decision-Making, Mutual Accountability, and Collective Responsibility, with five items per dimension. The second assessed Workload Management through 20 items covering Delegation of Responsibilities, Team-Based Planning, Participative Governance, and Open Communication, also with five items per dimension. Responses followed a four-point scale: 4 (Expert), 3 (Proficient), 2 (Intermediate), and 1 (Beginner). Specialists in educational leadership, school management, and research methodology reviewed the questionnaire for content relevance, clarity, and alignment with the study objectives. Their recommendations guided improvements in item wording and the removal of redundancies. Expert review is an established approach for evaluating questionnaire content and improving instrument quality (Ranganathan et al., 2024). A pilot test involving 25 respondents, consisting of five school heads and 20 teachers from schools outside the main study, assessed the instrument's internal consistency. Cronbach's alpha yielded 0.980 for the complete instrument, 0.957 for Shared Leadership Practices, and 0.966 for Workload Management. The coefficients for the seven dimensions ranged from 0.867 to 0.965, exceeding the commonly accepted 0.70 threshold. These results indicated satisfactory internal consistency, consistent with established approaches to evaluating scale reliability (Stefana et al., 2025).

Data Gathering Procedure

Before data collection, the researcher secured authorization from the Dean of PHINMA Saint Jude College and the Schools Division Office of Manila. Coordination with participating schools was undertaken to explain the research procedures and facilitate questionnaire administration. Respondents were informed about the study objectives, voluntary participation, and confidentiality safeguards. The questionnaire was administered electronically through Google Forms, a platform used in online survey research (Gottfried, 2024). All 105 invited respondents, comprising five school heads and 100 teachers, submitted completed questionnaires, resulting in a 100% completion rate among the invited participants. Respondents were given sufficient time to complete the survey, and reminders were provided through appropriate school communication channels when necessary. The collected responses were reviewed for completeness, organized, encoded, and prepared for statistical analysis. The findings subsequently informed the proposed Leadership Development Program.

Data Analysis

The collected data were analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient (r). Weighted mean determined the perceived levels of Shared Leadership Practices and Workload Management across their respective dimensions, while standard deviation measured response variability. Mean scores were interpreted using the following ranges: 3.50–4.00 (Expert), 2.50–3.49 (Proficient), 1.50–2.49 (Intermediate), and 1.00–

1.49 (Beginner). Pearson's correlation coefficient examined the direction, strength, and statistical significance of the relationship between Shared Leadership Practices and Workload Management using pooled respondent-level scores from all 105 participants. This statistical measure evaluates linear associations between variables but does not establish causal relationships (Janse et al., 2021). School heads and teachers were not analyzed separately, and no adjustment was made for possible clustering of teacher responses within schools. These considerations were recognized when interpreting the findings. Statistical analyses were conducted using appropriate statistical software, and the results guided the formulation of the proposed Leadership Development Program.

Ethical Consideration

The study observed ethical research principles to protect participants' rights, privacy, and welfare. Informed consent was obtained before data collection, and participation was voluntary, with respondents retaining the right to withdraw without consequences. Confidentiality and anonymity were maintained by excluding direct personal identifiers from survey records and securely storing collected information exclusively for research purposes. Ethical approval was sought from the appropriate institutional authorities. Fairness, non-discrimination, and protection against coercion or undue influence were observed throughout the research process. Findings were reported accurately and responsibly in accordance with institutional research guidelines.

3. RESULTS AND DISCUSSION

3.1 Level of Shared Leadership Practices

3.1.1 Collaborative Decision-Making

Collaborative Decision-Making received a combined mean of 3.716 (SD = 0.511), interpreted as “Expert.” School heads recorded a mean of 4.000 (SD = 0.000), while teachers obtained 3.702 (SD = 0.519). Involving teachers and key stakeholders in important school decisions received the highest mean of 3.743, followed by decisions based on shared goals and consensus-building, both at 3.733. Encouraging open discussion obtained 3.724, while delegating decision-making authority to teams or committees received the lowest mean of 3.648. All indicators remained within the “Expert” category. These findings indicate favorable assessments of participatory decision-making, particularly stakeholder involvement, consensus-building, and alignment with shared school goals. Harris et al. (2022) emphasized the importance of distributing leadership among formal and informal school leaders, while Yada and Jäppinen (2022) highlighted broad participation and collective decision-making in shared leadership contexts. The relatively lower assessment of delegated decision-making suggests opportunities to strengthen teachers' and committees' participation in school decisions while maintaining clearly defined responsibilities.

3.1.2 Mutual Accountability

Mutual Accountability obtained a combined mean of 3.686 (SD = 0.504), interpreted as “Expert.” School heads recorded 4.000 (SD = 0.000), compared with 3.670 (SD = 0.511) among teachers. Clearly defining shared roles and responsibilities received the highest mean of 3.733, followed by encouraging ownership of agreed-upon tasks and outcomes at 3.714. Addressing challenges collectively obtained 3.686, while accountability for collective decisions and regular monitoring and feedback both received the lowest mean of 3.648. All indicators were assessed at the “Expert” level. The findings emphasize favorable assessments of role clarity, shared ownership, and collective problem-solving. Yada and Jäppinen (2022) highlighted collective competence and shared participation, while Laursen et al. (2025) emphasized the distribution of leadership

responsibilities and collaborative accountability within schools. The relatively lower ratings for accountability and feedback suggest opportunities to strengthen monitoring, individual responsibility for collective decisions, and consistent feedback mechanisms.

3.1.3 Collective Responsibility

Collective Responsibility received the highest assessment among the Shared Leadership Practices dimensions, with a combined mean of 3.722 (SD = 0.512), interpreted as "Expert." School heads recorded 4.000 (SD = 0.000), while teachers obtained 3.708 (SD = 0.521). Encouraging teachers to support one another in accomplishing school goals received the highest mean of 3.752. Fostering teamwork and recognizing student outcomes as a shared concern both obtained 3.733. Viewing school success as a shared responsibility and distributing tasks according to collective capacity and strengths received the lowest means of 3.695, although both remained within the "Expert" category. These findings highlight the positive assessment of mutual support, teamwork, and collective school responsibilities. Yada and Jäppinen (2022) emphasized collective competence and shared goals, while Eckert et al. (2024) highlighted the relationship between collective school leadership and collective teacher efficacy. Similarly, Kıral (2025) emphasized principals' roles in promoting collective responsibility and collaborative problem-solving. The relatively lower assessment of task distribution suggests that schools could further strengthen the allocation of responsibilities according to personnel capacities and strengths.

3.1.4 Overall Assessment of Shared Leadership Practices

Shared Leadership Practices obtained an overall combined mean of 3.708 (SD = 0.509), interpreted as "Expert." School heads recorded a composite mean of 4.000 (SD = 0.000), while teachers obtained 3.693 (SD = 0.517). Collective Responsibility ranked highest at 3.722 (SD = 0.512), followed by Collaborative Decision-Making at 3.716 (SD = 0.511). Mutual Accountability received the lowest mean of 3.686 (SD = 0.504). All three dimensions were assessed at the "Expert" level, with differences between respondent groups interpreted descriptively. The findings reflect positive assessments of collaboration, participation, and shared responsibility within school leadership. Harris et al. (2022) emphasized leadership distribution, while Ma and Marion (2024) identified an association between distributed leadership and teacher collaboration. Similarly, Zhan et al. (2024) found a relationship between shared instructional leadership and instructional coherence. The relatively lower assessment of Mutual Accountability highlights the relevance of strengthening shared monitoring, feedback, and responsibility for collective decisions, consistent with Yada and Jäppinen (2022) and Laursen et al. (2025).

3.2 Level of Workload Management

3.2.1 Delegation of Responsibilities

Delegation of Responsibilities obtained a combined mean of 3.621 (SD = 0.531), interpreted as "Expert." School heads recorded 4.000 (SD = 0.000), while teachers obtained 3.602 (SD = 0.537). Trusting teachers to complete delegated tasks effectively received the highest mean of 3.676, followed by providing clear guidance at 3.667 and empowering teachers to lead school initiatives at 3.638. Delegating tasks according to teachers' competencies and avoiding micromanagement received the lowest mean of 3.562. All indicators remained within the "Expert" category. These findings indicate favorable assessments of trust, guidance, and teacher empowerment in

workload delegation. Ahumuza and Ntirandekura (2022) emphasized the importance of distributing responsibilities according to teachers' expertise and organizational needs. Similarly, Laursen et al. (2025) highlighted shared leadership arrangements involving distributed responsibilities. The relatively lower ratings for competency-based delegation and avoiding micromanagement indicate areas for improving task assignments while allowing appropriate autonomy in carrying out delegated responsibilities.

3.2.2 Team-Based Planning

Team-Based Planning received a combined mean of 3.672 (SD = 0.531), interpreted as “Expert.” School heads recorded 4.000 (SD = 0.000), while teachers obtained 3.656 (SD = 0.539). Involving teachers in setting priorities for school programs received the highest mean of 3.705, followed by equitable distribution of planning responsibilities at 3.686. Using team-based planning to improve efficiency obtained 3.667, while collaborative planning to reduce individual workload received 3.657. Organizing school plans through committees or collaborative teams recorded the lowest mean of 3.648. The results indicate positive assessments of teacher involvement and shared planning responsibilities. De Jong et al. (2023) emphasized distributed leadership practices within collaborative teacher teams, while Ma and Marion (2024) associated distributed leadership with teacher collaboration. Meyer et al. (2023) likewise identified principal leadership practices as important in supporting teacher collaboration and organizational change. The relatively lower assessment of committee-based planning suggests opportunities to strengthen coordinated planning and the equitable distribution of workload responsibilities.

3.2.3 Participative Governance

Participative Governance obtained a combined mean of 3.695 (SD = 0.500), interpreted as “Expert.” School heads recorded 3.960 (SD = 0.200), while teachers obtained 3.682 (SD = 0.507). Promoting transparency in school governance received the highest mean of 3.762, followed by supporting shared leadership structures at 3.752. Considering teachers' recommendations obtained 3.724, while consulting staff before major policy changes received 3.638. Involving teachers in policy formulation and governance processes recorded the lowest mean of 3.600, although all indicators remained within the “Expert” category. These findings indicate favorable assessments of transparency, shared leadership structures, and teacher consultation. Galdames-Calderón (2023) emphasized distributed leadership practices that encourage teacher participation and professional development. Similarly, Villafane (2025) highlighted participative leadership among school heads and its relevance to collaborative decision-making. The relatively lower assessment of direct involvement in policy formulation suggests opportunities to strengthen consultation mechanisms and meaningful teacher participation in school governance.

3.2.4 Open Communication

Open Communication received the highest assessment among the Workload Management dimensions, with a combined mean of 3.787 (SD = 0.450), interpreted as “Expert.” School heads recorded 3.960 (SD = 0.200), while teachers obtained 3.778 (SD = 0.457). Maintaining clear communication and sharing important information promptly and accurately received the highest means of 3.819. Using communication to prevent misunderstandings and reduce work-related stress obtained 3.790, followed by encouraging teachers to express concerns and suggestions at 3.781. Providing timely feedback on staff concerns received the lowest mean of 3.724. The

results indicate favorable assessments of information sharing, communication accessibility, and opportunities for staff participation. Neiroukh et al. (2024) emphasized organizational communication competence and information exchange among school leaders, while Mesiono et al. (2023) examined communication patterns between principals, teachers, and educational personnel. In the Philippine context, Mayola and Baguio (2024) highlighted communication capabilities among public elementary school teachers. The relatively lower assessment of timely feedback indicates an opportunity to strengthen communication responsiveness and follow-up practices.

3.2.5 Overall Assessment of Workload Management

Workload Management obtained an overall combined mean of 3.694, interpreted as "Expert." Open Communication ranked highest at 3.787 (SD = 0.450), followed by Participative Governance at 3.695 (SD = 0.500), Team-Based Planning at 3.672 (SD = 0.531), and Delegation of Responsibilities at 3.621 (SD = 0.531). School heads assessed Delegation of Responsibilities and Team-Based Planning at 4.000, while Participative Governance and Open Communication both received 3.960. Teachers rated Open Communication highest at 3.778 and Delegation of Responsibilities lowest at 3.602. All dimensions remained within the "Expert" category. These findings reflect favorable assessments of communication, participative governance, collaborative planning, and task distribution. Creagh et al. (2025) emphasized the complexity and intensity of teachers' and school leaders' workloads, highlighting the importance of considering work demands beyond the number of assigned tasks. The high assessment of Open Communication is consistent with Neiroukh et al. (2024) and Mesiono et al. (2023), who emphasized effective information exchange in school organizations. Delegation of Responsibilities emerged as the comparatively lowest-rated dimension, suggesting opportunities to strengthen competency-based delegation, clear guidance, and appropriate autonomy.

3.3 Relationship Between Shared Leadership Practices and Workload Management

3.3.1 Collaborative Decision-Making and Workload Management

Collaborative Decision-Making demonstrated statistically significant moderate positive correlations with all four Workload Management dimensions. The strongest association was observed with Team-Based Planning (r = .592), followed by Open Communication (r = .571), Delegation of Responsibilities (r = .546), and Participative Governance (r = .417). All relationships were statistically significant, with p-values below .001. These findings indicate that higher assessments of Collaborative Decision-Making were associated with higher assessments of workload management practices, particularly collaborative planning and communication. Ma and Marion (2024) emphasized the relationship between distributed leadership and teacher collaboration, while De Jong et al. (2023) highlighted collaborative processes within teacher teams. The findings support the relevance of participatory decision-making in coordinated school operations without establishing a causal relationship between the variables.

3.3.2 Mutual Accountability and Workload Management

Mutual Accountability demonstrated statistically significant moderate positive correlations with all Workload Management dimensions. Delegation of Responsibilities recorded the strongest association (r = .553), followed by Open Communication (r = .551), Team-Based Planning (r = .542), and Participative Governance (r = .454). All relationships were statistically significant, with

p-values below .001. These findings indicate that higher assessments of Mutual Accountability were associated with more favorable assessments of delegation, communication, collaborative planning, and governance participation. Yada and Jäppinen (2022) emphasized shared responsibility and collective competence, while Laursen et al. (2025) highlighted accountability and collaborative leadership arrangements. The results reinforce the relevance of shared responsibility, monitoring, and communication in coordinated school practices, although the correlations do not demonstrate causation.

3.3.3 Collective Responsibility and Workload Management

Collective Responsibility showed statistically significant moderate positive correlations with all four Workload Management dimensions. The strongest association was recorded with Team-Based Planning (r = .676), followed by Open Communication (r = .654), Delegation of Responsibilities (r = .605), and Participative Governance (r = .527). All relationships were statistically significant, with p-values below .001. Collective Responsibility demonstrated the highest correlation coefficients among the Shared Leadership Practices dimensions. These findings indicate that higher assessments of Collective Responsibility were associated with more favorable assessments of collaborative planning, communication, delegation, and governance participation. Eckert et al. (2024) emphasized collective school leadership and collective teacher efficacy, while Kıral (2025) highlighted the importance of cooperation and shared problem-solving in school organizations. The relatively strong association with Team-Based Planning reinforces the connection between collective ownership and coordinated planning without implying that either variable directly influences the other.

3.3.4 Overall Relationship Between Shared Leadership Practices and Workload Management

The correlation analysis revealed that all 12 relationships between Shared Leadership Practices and Workload Management were positive and statistically significant, with p-values below .001. Correlation coefficients ranged from .417 to .676. The strongest relationship was between Collective Responsibility and Team-Based Planning (r = .676), while the weakest was between Collaborative Decision-Making and Participative Governance (r = .417). Consequently, the null hypothesis of no significant relationship was rejected for all dimension pairs. These correlations were calculated using pooled responses from 105 participants comprising five school heads and 100 teachers. The findings indicate that favorable assessments of shared leadership practices were associated with favorable assessments of workload management. Harris et al. (2022) emphasized distributed leadership as a collaborative organizational approach, while Ma and Marion (2024) identified its relationship with teacher collaboration. Similarly, Zhan et al. (2024) highlighted the relevance of shared instructional leadership to organizational coherence. However, the pooled analysis did not examine school heads and teachers separately, and no separate adjustment for possible school-level clustering was performed. Therefore, the results establish statistical associations rather than causal or group-specific relationships. These findings provide an empirical basis for identifying leadership and workload management priorities within the proposed development program.

3.4 Proposed LEAD-TOGETHER Leadership Development Program

The findings provided the basis for the proposed LEAD-TOGETHER program, formally titled Leading Effectively through Empowered Action, Delegation, and Team Governance to Optimize

Workload and Leadership Effectiveness in Elementary Resources. The program consists of two complementary components: a sustainability-focused component for school heads and a developmental-focused component for teachers. Both were designed to address the identified areas requiring continued attention in Shared Leadership Practices and Workload Management among public elementary schools in District VI, Manila.

3.4.1 Sustainability-Focused Component for School Heads

The proposed school-head component consists of five development modules addressing competency-based delegation, committee governance, communication, participative governance, and sustainability monitoring. STRIDE focuses on appropriate delegation and autonomy, while TEAM-GOV strengthens shared decision-making and mutual accountability. COMMS-EASE addresses transparent communication and timely feedback, while POLICY-SYNC emphasizes teacher consultation and participative governance. EVAL-SUSTAIN incorporates quarterly monitoring, workload reviews, and peer mentoring. Initial activities are proposed during the first two months, followed by quarterly monitoring during Months 3, 6, and 9. Intended outputs include delegation protocols, governance guidelines, communication plans, consultation records, and monitoring documents. This component was developed in response to the relatively lower assessments of Mutual Accountability, Delegation of Responsibilities, and selected indicators involving feedback, decision-making authority, and teacher participation. Harris et al. (2022) emphasized shared leadership responsibilities, while Galdames-Calderón (2023) highlighted principals' practices in developing teacher leadership and collaboration. The proposed activities aim to sustain favorably assessed leadership practices while strengthening accountability, delegation, communication, and consultation. Their anticipated outcomes remain program objectives rather than demonstrated effects.

3.4.2 Developmental-Focused Component for Teachers

The proposed teacher component focuses on shared decision-making, mutual accountability, team-based planning, participative governance, communication, and sustainability evaluation. Activities include committee-role orientation, collaborative decision-making exercises, responsibility mapping, coordinated planning, policy consultation, and feedback development. Initial sessions are proposed during the first two months, followed by quarterly reflection, workload assessments, and peer mentoring during Months 3, 6, and 9. Intended outputs include documented teacher recommendations, shared responsibility agreements, collaborative plans, consultation records, feedback logs, and updated action plans. This component addresses the importance of meaningful teacher involvement in leadership and workload management. De Jong et al. (2023) emphasized collaborative practices within teacher teams, while Ma and Marion (2024) highlighted the association between distributed leadership and teacher collaboration. Villafane (2025) likewise emphasized participative leadership in school decision-making. Accordingly, the proposed activities aim to strengthen teachers' capacity to contribute to school decisions, coordinate responsibilities, participate in governance, and communicate concerns constructively. The component complements the school-head program through shared participation and accountability. LEAD-TOGETHER remains a proposed intervention, and its effectiveness was not evaluated in the study.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that Shared Leadership Practices and Workload Management among public elementary school heads and teachers in District VI, Schools Division Office of Manila, were consistently assessed at the Expert level. The findings demonstrated strong practices in collaborative decision-making, mutual accountability, collective responsibility, open communication, participative governance, and team-based planning, although delegation of responsibilities required continued attention. Significant positive relationships were established between all dimensions of Shared Leadership Practices and Workload Management, indicating that stronger shared leadership was associated with more effective workload management. However, these relationships did not establish causation. The findings provided the basis for the proposed LEAD-TOGETHER Leadership Development Program, which aimed to sustain existing strengths and address areas requiring further development among school heads and teachers.

Division officials and school heads are encouraged to consider implementing the proposed LEAD-TOGETHER Leadership Development Program through its sustainability-focused component for school heads and developmental-focused component for teachers. Particular attention should be given to strengthening mutual accountability, competency-based delegation, collaborative planning, participative governance, and timely feedback. School heads should assign responsibilities according to staff competencies, provide clear guidance, encourage appropriate autonomy, and maintain transparent communication. Teachers should be supported in participating in school-level decision-making, committees, and collaborative planning activities. Continuous monitoring and evaluation of the proposed program are recommended to determine its effectiveness in supporting shared leadership practices and workload management. Future researchers may extend the investigation to other educational settings and examine similar relationships over time.

The study was limited to public elementary school heads and teachers in District VI, Schools Division Office of Manila, which may restrict the applicability of its findings to other educational settings. Its correlational design established significant associations between Shared Leadership Practices and Workload Management but did not determine causal relationships. Furthermore, the LEAD-TOGETHER Leadership Development Program remained a proposed intervention, and its implementation and effectiveness had not yet been evaluated. Future studies may employ comparative or longitudinal research designs across different districts, school levels, or divisions to examine the consistency of the identified relationships and assess the effectiveness of the proposed program.

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