

# Extent and barriers of Collaboration among Administrators in Teachers' Professional Development Program

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**Abstract**— The study aims to determine the extent of collaboration among school administrators in the Teachers' Professional Development Program in terms of sense of belonging; networks, feelings of trust and safety; reciprocity; participation; citizen power/proactivity; values, norms, outlook in life; and diversity. It also aims to determine any significant difference between the extent of collaboration of the school administrators when grouped according to their profile and to determine the barriers to collaboration in the Teachers' Professional Development Program. The study utilized descriptive qualitative design and quota sampling wherein 60 administrators from 3 schools of district 5 of Quezon City participated. For public secondary schools In-Service Training got the highest percentage (100%) in terms of Teachers' Professional Development Program. For the factors on the extent of collaboration among school administrators, only citizen power/proactivity got a weighted mean of 2.96 which is below 3.50 and interpreted as "High Extent" while all other factors got a weighted mean higher than 3.50 and interpreted as "Very High Extent". There was also no significant difference between the extent of collaboration of school administrators when they are grouped according to their length of service ( $p$ -value=0.248); educational attainment ( $p$ -value=0.088); and position/rank ( $p$ -value=0.265). Meanwhile, the first three in rank in barriers to collaboration in the Teachers' Professional Development Program are dissemination of information and proper coordination, resources/finances and time management, and lastly, commitment and decision making.

**Keywords**— Extent of Collaboration, Barriers of Collaboration, School Administrators, Teachers' Professional Development Program, In-Service Training.

## I. INTRODUCTION

Collaboration is an important aspect in every school. Teachers need to continuously collaborate with one another in order to attain the goals and objectives of their subject area while those in the administrative position aim to achieve the objectives of the whole system. Accordingly, collaboration is a goal-oriented, mutually beneficial process used to address problems, promote strengths, resolve differences, and educate involved individuals through shared responsibility for the outcomes of the collaborative process (Richards, Frank, Sableski, & Arnold, 2016).

School heads and administrators have long been aware of the need for teacher's professional development (TPD) program as it is one of the keys to educational improvement. However, the traditional professional

development model of workshops and trainings wherein the decision-making rests solely on the principal or school head need to be replaced. This type of planning makes the teachers more skeptical when new ideas and programs are presented resulting in mediocre outcomes of the TPD.

Therefore, collaboration among administrators or those in the higher ups foster greater challenge and developing new ideas on how they can further improve activities in line with the TPD.

A professional development plan should be tailored to meet the needs of a developing and experienced teacher in the context of the school culture as this is more likely to have a positive and long-term impact on their teaching. Hence, teacher collaboration is the highest leverage strategy for school improvement (Edvestors, 2014).

Collaboration among school leaders or administrators is vital in the achievement of the mission and goals of the institution; more so, in creating a culture of learning and team work within the school and all its areas. School administrators are the focal persons in charge not only of managing the school but also in ensuring that all aspects in the institution are taken care of especially the faculty members or the teachers in particular.

Edmonson (2012) as cited by Edvestors (2014) found that organizations often thrive, or fail, based on their ability to work as teams to learn, improve, and innovate. She also cited that teacher’ abilities in working together and the extent to which they report doing so serves as a remedy to solve instructional problems and other existing problems within the organization.

As with all government schools, varied TPDs are also conducted to meet the capacity-building requirements of the Department of Education (DepEd) among its teachers. To meet this demand, the principal, together with the head teachers, focal persons, and master teachers conduct strategic planning before the In-service Training (In-SeT) to plan the topics to be discussed and the speakers on such days. This is to ensure that topics will be as relevant and as timely as possible vis-à-vis the needs of the teachers.

Hence, the purpose of this study is to find out the level of collaboration among the administrators (school head, head teacher, master teachers and other focal persons) and its effectiveness to further enhance teachers’ performance.

This study aimed to determine the extent of collaboration among administrators in relation to Teachers’ Professional Development Program of sampled public secondary schools during the Academic Year 2018 – 2019.

Specifically, it sought answers to the following questions:

1. What are the teachers’ professional development programs of the sampled public secondary schools?
2. What is the extent of collaboration of the school administrators in the Teachers’ Professional Development Program as to sense of belonging; networks (bonding/bridging); feelings of trust and safety; reciprocity; participation; citizen power/proactivity; values, norms outlook in life; and diversity?
3. Is there a significant difference between the extent of collaboration of the school administrators when grouped according to their profile?
4. What are the barriers to collaboration in the Teachers’ Professional Development Program?

## II. METHODOLOGY

The researcher utilized the Descriptive Quantitative Design and utilized Quota sampling in selecting the respondents of the study. The data gathered was tallied, tabulated and interpreted by the use of frequency, percentage, and weighted mean. It also employed the use of statistical tool (SPSS) ANOVA to determine the significant difference between the extent of collaboration of the school administrators when grouped according to their profile.

### RESPONDENTS OF THE STUDY

The respondents of the study included 60 (sixty) administrators from three (3) schools of District 5 Quezon City, namely: Novaliches High School (19 respondents), Lagro High School (34 respondents) and Maligaya High School (7 respondents) during the Academic Year 2018-2019. The administrator-respondents included the Head Teachers, Officers in Charge, Focal Persons and Master Teachers who collaborate in creating the Teachers’ Development Program.

### INSTRUMENT

The researcher utilized the researcher-constructed questionnaire which was developed by the researcher and reliability attested by the statistician. It is consisted of four (4) parts: Part I is about the profile of the respondents in terms of length of service, highest educational attainment, and position/rank. Part II, consisted of the professional development programs; Part III included the extent of the administrators’ collaboration in developing a Professional Development Program; and Part IV consisted of the barriers to collaboration. To determine the extent of the administrators’ collaboration in developing a Professional Development Program, the use of the average weighted mean using a 4-point Likert scale was employed.

Scale	Weighted Mean	Descriptive	Interpretation
4	3.50-4.49	VeryHighExtent	(VHE)
3	2.50-3.49	High Extent	(HE)
2	1.50-2.49	Low Extent	(LE)
1	1.00-1.49	Very Low Extent	(VLE)

### III. RESULTS AND DISCUSSIONS

Table 1. Professional Development Programs

Indicators	*f	%	Rank
a. School Learning Action Cell (SLAC)	58	97	2
b. In-service Training	60	100	1
c. Team Building	55	92	3.5
d. Capacity Building (e.g. Writeshops, Workshops, Trainings, Seminars, etc.)	55	92	3.5
e. Others (regional seminar, international seminar, etc.)	5	8	5

\*multiple response

Table 1 shows the professional development programs participation on by the respondents. It shows that 60 or 100% of the respondents have participated and collaborated in the In-service training (INSET). Further, majority of the Professional Development Programs which the respondents have participated on is the SLAC or the School Learning Action Cell; as gleaned, it obtained a frequency of 58 or 97%. They also attended Team Building and Capacity Building (e.g. Writeshops, Workshops, Trainings, Seminars, etc.) and both indicators obtained a frequency of 55 or 92%. Least number of respondents participated on regional seminar, international seminar, etc. and this obtained a frequency of 5 or 8%.

It is interesting to note that the respondents are planning and developing varied professional programs in their reputable institutions. The result also posits that the respondents are zealous in their manner of collaborating with their fellow administrators in order to carry out a Professional Development Programs as this is one of the policies of the Department of Education in order to uphold teachers' training and enhance their knowledge and skills to better prepare them and meet the challenges of the 21st century.

According to Glatthorn (2013), teacher development program is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. In agreement, Ganser (2014) included formal experiences such as attending workshops and professional meetings, mentoring and informal experiences such as reading professional publications, watching documentaries related to an academic discipline.

Thus, when there is an effectively planned and implemented professional development program, teachers

will look forward to attending such endeavors in view of the fact that there is something that they will gain from it. Similarly, administrators will also try to deepen and create a more suitable program which will motivate teachers more to be part of the said activity.

Table 2. Collaboration of Administrators in terms of Sense of Belonging

Indicators	Wm	I	Rank
a. Taking part in any activity is highly encouraged.	3.73	VHE	1
b. Recognizing everyone as part of the group is evident.	3.65	VHE	2.5
c. Expressing opinions and suggestions is welcome.	3.58	VHE	5
d. There is a feeling of being comfortable with everyone in our circle.	3.63	VHE	4
e. Valuing others contributions by everyone else in the group is felt.	3.65	VHE	2.5
<b>Composite Weighted Mean</b>	<b>3.65</b>	<b>VHE</b>	

Table 2 displays the extent collaboration of the school administrators in the Professional Development Programs in terms of sense of belonging.

As gleaned, the indicator stating "Taking part in any activity is highly encouraged" ranked number 1 with a weighted mean of 3.73 interpreted as Very High Extent. Second in rank are the indicators stating "Recognizing everyone as part of the group is evident" and "Valuing others contributions by everyone else in the group is felt" with a weighted mean of 3.65 interpreted as Very High Extent. Number 4 in rank is the indicator stating "There is a feeling of being comfortable with everyone in our circle" with a weighted mean of 3.63 interpreted as Very High Level. Last among all the indicators states that "Expressing opinions and suggestions is welcome" with a weighted mean of 3.58 interpreted as High Level. In general, the extent of the administrators collaboration in terms of sense of belonging is 3.65 interpreted as Very High Level.

It is worthy to note that despite the differences of the administrators, they feel that they truly belong to their own circle. This is relatively true, since administrators will long meet with their fellow administrators to plan on a specific activity be it in relation to faculty development

program or coaching and mentoring among others. It is important that regardless of their age or gender they are at ease with one another and that they are able to take part in any activity since they are encouraged by everyone else. Thus, the administrators should always make others feel valued and that they are part of a team who is in charge of helping their fellow teachers improve their craft. Finally, everyone should welcome other people's opinion especially if they want to make others feel that they are members of a group of professionals who value other peoples' ideas; when this is done by everyone, then collaboration can easily be done.

According to Kim, Gerber, Beto, & Lambert (2013), complex issues and challenges in society today propel the need for collaboration; because not stressing teamwork or cooperative values can be a barrier to collaboration since efforts are required as a core culture toward working together.

Table 3. Collaboration of Administrators in terms of Networks (Bonding/ Bridging)

Indicators	Wm	I	Rank
a. Supporting fellow administrators is highly noticeable.	3.63	VHE	3
b. There is a feeling of security when everyone is around.	3.58	VHE	4
c. Getting something done is easy through cooperation.	3.70	VHE	2
d. Scheduling a particular meeting is easy for everyone.	3.43	VHE	5
e. Participating, sharing and being involved in the program is expected of everyone.	3.78	VHE	1
<b>Composite Weighted Mean</b>	<b>3.63</b>	<b>VHE</b>	

Table 3 shows the extent collaboration of the school administrators in the Professional Development Programs in terms of sense of networks (bonding/bridging).

As seen, the indicator stating "Participating, sharing and being involved in the program is expected of everyone" got a weighted mean of 3.78 interpreted as Very High Level. Rank number 2 is the indicator stating "Getting something done is easy through cooperation" with

a weighted mean of 3.70 interpreted as Very High Level. Rank number 3 is the indicator stating "Supporting fellow administrators is highly noticeable" with a weighted mean of 3.63 interpreted as Very High Level. Rank number 4 is the indicator stating "There is a feeling of security when everyone is around" with a weighted mean of 3.63 interpreted as Very High Extent. Last in rank is the indicator stating "Scheduling a particular meeting is easy for everyone" and this is with a weighted mean of 3.43 interpreted as Very High Extent. Generally, the collaboration of administrators in terms of network obtained a composite weighted mean of 3.63 interpreted as Very High Extent.

Based on the Table, it can be inferred that the administrators are fully aware of their moral responsibility as one of the focal persons in the school; hence, participating, sharing and involving themselves in any activity is vital to make sure that the success of the program is attainable. Moreover, they also understand that cooperation is a fundamental tool that makes things possible and attainable. Likewise, when administrators are together, there is a sense of camaraderie where support and rapport will prosper. They will also learn the strengths and identify the weaknesses of their other fellow administrators which may serve as a reminder for them to work on with everyone is the best possible way that they can.

However, it is unfortunate that administrators perceived that scheduling a meeting with everyone to be the lowest in rank, although this indicator still attained a high response from the respondents, it can be inferred that they experience a slight problem in terms of their schedule. Since administrators are performing varied duties in the school, they sometimes have to schedule meeting that would assure that everyone can make it so that all matters shall be dealt with accordingly by all of them.

As identified by Hargreaves and Giles (2003) as cited by Aydin, Hakan & Bulent (2015), teachers bring knowledge, skills and dispositions in a school or across schools to promote shared learning and improvement; therefore, a strong professional learning community is a social process for turning information into knowledge.

Table 4 displays the extent of collaboration of the school administrators in the Professional Development Programs in terms of sense of feelings of trust and respect.

As seen, administrators view that responding with others in a healthy manner when things go wrong as the best approach (Wm=3.63, VHE) ranked number 1. They also perceive that trusting others is one of the key roles of the administrators (Wm=3.62, VHE) ranked number 2. The

Table also shows that the administrators agree that demonstrating integrity and honesty are evident among everyone in their group (Wm=3.58, VHE) as this ranked number 3. Lastly, they recognize that showing their frustrations, suggestions and other recommendations to the group is effortless (Wm=3.30, VHE) as this ranked number 4 among all the indicators identified. All in all, the composite weighted mean of the collaboration of administrators in terms of feelings of trust and respect is 3.55 interpreted as Very High Level.

Table 4. Collaboration of Administrators in terms of Feelings of Trust and Respect.

Indicators	Wm	I	Rank
a. Trusting others is one of the key roles of the administrators.	3.62	VHE	2
b. Showing my frustrations, suggestions and other recommendations to the group is effortless.	3.30	VHE	4
c. Responding in a healthy manner when things go wrong is the best approach.	3.63	VHE	1
d. Demonstrating integrity and honesty are evident among the people in our group.	3.58	VHE	3
<b>Composite Weighted Mean</b>	<b>3.55</b>	<b>VHE</b>	

It is interesting to note that the administrators understand the importance of being light headed and positive with their fellow administrator. They also know that dealing with a conflict in a negative manner will not resolve anything as this will only worsen the situation. Likewise, this also shows that they generally trust everyone in their circle since they know that they would usually be dealing with one another most of the time. In addition, since administrators hold one of the highest positions in the school, it should be deemed evident that they foster integrity and honesty in their respective rank.

On the other hand, the respondents know that they are free to air out their frustrations, suggestions, and other recommendations to their group which also depicts that they trust one another so as not to be misunderstood by others. This further implies that they understand that what they are doing is on a professional level and purely work-related in order to benefit everyone in the school. Lastly,

trust and respect are among the most valuable traits and or characteristics that administrators should possess; regardless of how educated a person is, if he does not possess such qualities, others will not value or regard them highly. In conclusion, administrators, as leaders of the school should also walk the talk so that others will follow them and regard them as role models of the school. As what Cameron (2013) has maintained, successful collaborative endeavors depend on values of communication, trust, and sharing.

Table 5. Collaboration of Administrators in terms of Reciprocity

Indicators	Wm	I	Rank
a. Doing someone a favor surely means that he/she will also return it.	3.35	VHE	4
b. Helping somebody even if undergoing personal costs is effortless for everyone in the group.	3.25	VHE	5
c. Going out of our way to help somebody who has been kind to us before is evident among us.	3.50	VHE	3
d. Behaving well with others is done so as to avoid conflict.	3.55	VHE	2
e. Respecting others in the group.	3.58	VHE	1
<b>Composite Weighted Mean</b>	<b>3.45</b>	<b>VHE</b>	

Table 5 shows the collaboration of administrators in terms of reciprocity. Cursorily, the indicator stating “Respecting others in the group is practiced” ranked number 1 and it got a weighted mean of 3.58 interpreted as Very High Extent. Rank number 2 is the indicator stating “Behaving well with others is done so as to avoid conflict” with a weighted mean of 3.55 interpreted as Very High Extent. Rank number 3 is the indicator stating “Going out of our way to help somebody who has been kind to us before is evident among us” with a weighted mean of 3.50 interpreted as Very High Extent. Number 4 in rank states “Doing someone a favor surely means that he/she will also return it” obtained a weighted mean of 3.35 interpreted as Very High Extent. Last is the indicator stating “Helping somebody even if undergoing personal costs is effortless for everyone in the group” with a weighted mean of 3.25

interpreted as Very High Extent. In summary, this indicator obtained a composite weighted mean of 3.45 interpreted as Very High Extent.

In every organization, it is important that people treat each other fairly. Hence, when one is given a favor, he should be able to give it back to the one who gave it in return. It is important that administrators are freely able in exchanging things with others for mutual benefit, especially privileges granted by others. Thus, the saying “You scratch my back and I’ll scratch yours” is true to most of the respondents. It is also a common practice by employees so that they can give back to those individuals whom they owe a favor with.

Moreover, the result further reveals that reciprocity is also a valuable characteristic in manifesting trust and respect to their fellow administrators since they understand the effort that they need to put in when they give back or reciprocate the good thing that the person has done to them. Kindness is also an important trait that administrators practice because if they cannot be nice to others, conflict will arise and it will be a difficult problem for all of them since they are a team. Hence, they too, understand that they are together in achieving a common goal; therefore, whatever needs to be done as a group everyone should be willing to compromise so that the effort that they put into their work will be reciprocated by everyone else.

As how Wilson (2013) puts it, the team or the individuals who are collaborating with one another should see the reasons for working together in order to have a shared purpose and to more clearly see reasons to work together to solve common problems within the institution. Therefore, since administrators know the importance of their job, they should be more than willing to help and reciprocate what they gain or received from others.

Table 6 shows the collaboration of administrators in terms of participation. A cursory look at the Table suggests that when everyone receives a work or other opportunities they feel satisfied with their work as an administrator (Wm=3.73, VHE). It is also evident that the administrators feel happy and content being with their fellow administrators (Wm=3.63, VHE). Similarly, the respondents feel satisfied with their work as administrators when they receive work (Wm=3.62, VHE). Lastly, respondents feel that being part of any assigned activity is an accomplishment in itself; and that they perceive that they are expected to participate and share when they are to involve themselves in a certain program (Wm=3.60, VHE). In general, the collaboration of administrators in terms of

participation got a weighted mean of 3.64 interpreted as Very High Extent.

Table 6. Collaboration of Administrators in terms of Participation

Indicators	Wm	I	Rank
a. Being happy and content with the people in the group is seen.	3.63	VHE	2
b. Being part of any assigned activity or work is an accomplishment in itself.	3.60	VHE	4.5
c. Participating and joining a certain task involves everyone in accomplishing it.	3.73	VHE	1
d. Receiving work or other opportunities makes everyone satisfied with his/her work as an administrator.	3.62	VHE	3
e. In involving oneself with a certain program, everyone is expected to participate and share.	3.60	VHE	4.5
<b>Composite Weighted Mean</b>	<b>3.64</b>	<b>VHE</b>	

The result suggests that whatever the job or the work that administrators receive, they feel happy about it. Likewise, working with their group and working with one another make them feel happy; and they also feel content that they are part of the team working towards a certain goal and accomplishing it with the help of everyone else. It can also be deduced that the administrators in general do not care whatever committee they will be in charge of or whatever part or position they need to fill in as long as they are part of the activity or in putting up the work then they are fine with it. This means that they are already aware of the responsibility that is attributed with their position and that regardless of the task that will be assigned to them it implies that it should be done perfectly however small or big it may be.

In summary, participation of administrators in any work or role is necessary because everyone needs to be consulted with how a task should be carried out for the betterment of the school. If one administrator will give a hard time to the rest of the group or he will not fully participate with the project, everyone else’s work will be

affected. Unity in accomplishing a task is crucial and it is important that no one will undermine his/her role in the work that they have at hand; because if this happens, surely the administration will be blamed due to their ineffectiveness in handling involvement and participation among its administrators – an indication that the school needs to re-evaluate its leaders and assess their working performance which is unfortunate since they are the teachers’ mentors. As what Benet (2006, 2012, 2013) theorized, collaborative leadership requires the effective management of polarities of democracy model which include freedom and authority, justice and due process, diversity and equality, human rights and communal obligations, participation and representation.

Table 7. Collaboration of Administrators in terms of Citizen Power/ Proactivity

Indicators	Wm	I	Rank
a. Instituting new work methods which are more effective and efficient is usually done.	3.42	VHE	3
b. Suggesting an idea for solutions to problems in the school is always done by me.	2.22	LE	4
c. Encouraging my colleagues to speak up their opinions is seen.	2.15	LE	5
d. Taking tasks that will be beneficial for my career is true.	3.47	VHE	2
e. Spending a lot of time and effort with my colleagues at work to learn new structures and approaches in my work is beneficial.	3.53	VHE	1
<b>Composite Weighted Mean</b>	<b>3.33</b>	<b>VHE</b>	

Table 7 depicts the collaboration of administrators in terms of citizen power/proactivity. Based on the Table, rank number 1 is the indicator stating “Spending a lot of time and effort with my colleagues at work to learn new structures and approaches in my work is beneficial” with a weighted mean of 3.53 interpreted as Very High Extent. Rank number 2 is the indicator stating “Taking tasks that will be beneficial for my career is true” and this is with a weighted mean of 3.47 interpreted as Very High Extent.

Rank number 3 states “Instituting new work methods which are more effective and efficient is usually done” with a weighted mean of 3.42 interpreted as Very High Extent. Meanwhile, the indicators stating “Suggesting an idea for solutions to problems in the school is always done by me” (Wm=2.22, LE) and “Encouraging my colleagues to speak up their opinions is seen” (Wm=2.15, LE) ranked number 4 and 5, respectively. A composite weighted mean of 2.96 interpreted as High Extent was revealed by this variable pertaining collaboration of administrators in terms of citizen power/proactivity.

Based on the data, it is evident that the respondents value the importance of updating themselves in terms of new approaches at work and how they can further improve as an administrator. Similarly, the respondents recognize the importance of innovation and how they can become effective and efficient in their job. This implies that they are eager in being part of that of a process since they know that it will also be beneficial on their part.

However, it is unfortunate that even though the respondents would like act on a certain situation there is a certain problem in terms of suggesting an idea for solutions to problems and in encouraging others to speak up. Although the respondents are eager to act on every situation at hand, still they lack the necessary strength to voice out their opinions and to encourage others to do it as well. This also implies that the respondents are probably shy to give their suggestions and would just rely on others to speak their mind instead of giving out their own ideas. Concurrently, this may appear that the respondents trust their colleagues enough as seen in Table 7 and that those who are probably giving the most suggestions ended up as the person being heard of most of the time that others would just rely on that particular person to give his opinion or suggestion. Hence, the rest of the group would just accept whatever the solution is based on what they think is best for the organization.

As how Richards, et. al (2016) put it, collaboration involves two or more parties working together; considers the collaborating individuals as equal partners; and sharing responsibility among those involved for outcomes, positive or negative.

*Table 8. Collaboration of Administrators in terms of Values, Norms and Outlook in Life*

Indicators	Wm	I	Rank
a. Following my beliefs and outlook in life when dealing with other’s opinions is more important to me.	3.37	VHE	3
b. My personal values match with the values of my colleagues.	3.32	VHE	4
c. Compromising personal principles to conform with my other colleagues’ expectations is sometimes done.	3.22	HE	5
d. Using the skills, which were obtained by education and experience, is more important.	3.50	VHE	2
e. Implementing meaningful public objectives, while doing my job (for example, to help solve social problems, to contribute to the development of the city/country) is important.	3.57	VHE	1
<b>Composite Weighted Mean</b>	<b>3.39</b>	<b>VHE</b>	

Table 8 displays the collaboration of administrators in terms of values, norms and outlook in life. Among all the indicators, “Implementing meaningful public objectives, while doing my job (for example, to help solve social problems, to contribute to the development of the city/country) is important” got the highest weighted mean of 3.57 with an interpretation of Very High Extent. This was followed by the indicator “Using the skills, which were obtained by education and experience, is more important” which is with a weighted mean of 3.50 interpreted as Very High Extent. Third in rank states that “Following my beliefs and outlook in life when dealing with other’s opinions is more important to me” as this got a weighted mean of 3.37 interpreted as Very High Extent. Fourth in rank is the indicator stating “My personal values match with the values of my colleagues” with a weighted mean of 3.32 interpreted as Very High Extent. Lastly, the indicator stating “Compromising personal principles to

conform with my other colleagues’ expectations is sometimes done” got the lowest rank with a weighted mean of 3.22 interpreted as High Extent. Thus, the collaboration of administrators in terms of values, norms and outlook in life got a composite weighted mean of 3.39 interpreted as Very High Extent.

Based on the result, it can be inferred that the administrators are teachers who value their job as a public servant since they know that they are part of the solution in solving the country’s problems. Thus, they value the contribution and the impact that they can make as administrators. They also realize that the skills that they have acquired over time are vital in performing their job.

Consequently, in terms of their own values, the respondents understand that their beliefs and outlook in life is more important and that they hold similar personal values as that of their colleagues. Likewise, they compromise their personal principles to conform with other colleagues which means that they provide leeway on how they can best understand their other colleagues since they fully trust and respect them.

Based on all these, the respondents are aware that they are dealing with different types of people with different values, norms and outlooks in life; thus, in order to fully collaborate with one another, they should be understanding and flexible with their colleagues. It is also important that the administrators should know when to give in to some of the disagreements that they experience in coming up with a program; and to take into consideration that everyone is trying to come up with the best proposition since they are the focal persons in the school in terms of improving the quality of teachers’ professional development and the quality of education that they provide to their learners.

In support, George (2016) identified five facilitator themes which could be helpful in determining and improving collaboration among leaders in the institution and these include capacity building, champions, resources, and leadership factors and values framework.

Table 9 reveals the collaboration of administrators in terms of diversity. Based on the result, the respondents realize the importance of working harmoniously despite their differences (Wm=3.77, VHE); they also acknowledge the differences of their colleagues and that they lessen their conflict through communication (Wm=3.68, VHE). Further, because of their differences, the respondents also perceive that they have learned and grown from their fellow administrators (Wm=3.67, VHE). The respondents also share their knowledge and expertise to their fellow



administrators regardless of their race or ethnicity (Wm=3.65, VHE); and lastly, they recognize that varying beliefs and culture of others usually affect individuals in their group (Wm=3.48, VHE).

Table 9. Collaboration of Administrators in terms of Diversity

Indicators	Wm	I	Rank
a. Working harmoniously is important in our group work despite our differences.	3.77	VHE	1
b. Varying beliefs and culture usually affect the people in our group.	3.48	VHE	5
c. Sharing one's knowledge and expertise with others regardless of ethnicity or race is noticeable.	3.65	VHE	4
d. Learning and growing from fellow administrators' differences seem to be obvious.	3.67	VHE	3
e. Acknowledging one's differences through communication lessens offense and conflict among those who have been done wrong.	3.68	VHE	2
<b>Composite Weighted Mean</b>	<b>3.65</b>	<b>VHE</b>	

It is important to note that each person is unique; and it is with that basic quality that people become special and they are able to connect with one another. In any work place people will always be different on the manner that they talk or the manner in which they perform their job. However, this difference does not have to be used as a counter attack to another colleague but can be utilized as an instrument for change and betterment. Hence, one's uniqueness can be a powerful instrument to understand other people more and for others to grow.

Based on the data, it can be inferred that the administrators know that it is important to work harmoniously with one another despite their differences; and that this can be done through communication and from learning and growing from fellow administrators. Further, the administrators diversity creates an avenue where one can share what the others do not have and to be broader in

their perspective in terms of differences and or uniqueness of others.

Therefore, diversity should be used as a compelling factor that would allow each member of the administrators to fully realize the impact that it can make on the school and in organizing a program that will enable everyone to look at all the areas that needs improvement not only within a single person's perspective.

Additionally, Darling-Hammond (2013) identified that the most effective professional development occurs when there are meaningful interactions among teachers, administrators, parents and other community members since they form diverse sets of individuals in the school.

Table 10. Difference between the Extents of Collaboration of School Administrators when Grouped According to Profile of the Respondents

Variables	df		F	F-crit	p-value	Significance	Decision
	between	within					
Length of service	5, 54		1.376	2.386	0.248	Not Significant	Accept H <sub>0</sub>
Educational Attainment	4, 55		2.143	2.540	0.088	Not Significant	Accept H <sub>0</sub>
Position/ Rank	7, 52		1.309	2.192	0.265	Not Significant	Accept H <sub>0</sub>

Table 10 shows the test of difference between the extents of collaboration of school administrators when grouped according to their profile variables.

As gleaned from the table, for the length of service, the computed F-value at df = 5 and 54 is 1.376 which is lower than the critical value of 2.386. The same is true for other variables: highest educational attainment and position/ rank with computed F-values of 2.143 and 1.309 at df (4,55) and df (7,52) respectively. Both variable got lower F-values than their respective critical values of 2.540 and 2.192. Moreover, the computed p-values of the variables being tested (length of service, highest educational attainment, and position/ rank) such as 0.248, 0.088 and 0.265 respectively were all greater than the significance value of  $\alpha$  which is 0.05. The findings revealed that for all the variables tested, no significant difference can be established between the extent of collaboration of school administrators and their length of

service, highest educational attainment, and position/ rank. The null hypothesis is therefore ACCEPTED.

Based on all these, it can be inferred that regardless of the administrators’ length of service, highest educational attainment, and position/ rank they all relatively possess the same perception and participation in terms of the extent of their collaboration in the creation of the Professional Development Program in their respective school. Thus, the respondents value their position as one of the chief persons in the school who regard their responsibility as crucial in helping fellow educators become effective in the manner that they teach and deliver themselves. As the saying goes, that with great power comes great responsibility; they seriously take it upon themselves to be mentors and role models to their fellow teachers so as to perform their duty with utmost care and responsibility.

Therefore, being an administrator is a task that must be taken seriously since they take charge of some of the most challenging roles in the school and that not only includes coaching, mentoring and evaluating the teachers but also in providing a suitable and beneficial Professional Development Program that would enhance teachers’ level of teaching and prepare them of the challenges which they are already experiencing in the 21st century. In line with this is the necessary precaution that should be foreseen so as to further motivate them to give what the teachers lack and not to repeat programs for the sake of creating such activity to perform their responsibility.

*Table 11. Barriers to Collaboration in Professional Development Programs*

Indicators	*f	%	Rank
a. Attitude of Administrators	27	45	6.5
b. Teamwork or Cooperation	23	38	8
c. Commitment	28	47	4.5
d. Communication	27	45	6.5
e. Leadership	21	35	9
f. Resources/Finances	36	60	2.5
g. Time Management	36	60	2.5
h. Decision making	28	47	4.5
i. Dissemination of information and proper coordination	40	67	1

\*multiple response

Table 11 shows the barriers to collaboration in the Professional Development Programs. As observed, rank number 1 or the topmost barrier is the dissemination of

information and proper coordination among administrators as this obtained a frequency of 40 or 67%. Two indicators made it to rank number 2.5 and these are resources/finances and time management with a frequency of 36 or 60%. Additionally, rank 4.5 are the indicators pertaining to commitment and decision making of the respondents with frequency of 28 or 47%. Further, attitude of administrators and communication both ranked number 6.5 and this is with a frequency of 27 or 45%. Teamwork or cooperation ranked number 8 and leadership ranked number 9 with a frequency of 23 or 38% and 21 or 35%, respectively.

Based on the data provided, it can be inferred that there is a need to mobilize and coordinate information properly so that everyone shall be properly informed. This barrier can be attributed to the fact that there are many administrators in the school whose information was not properly relayed to them; also, since there are so many things to do, they sometimes forget what they should be doing or attending. Further, time management can also be one of the reasons why dissemination of information is the biggest barrier since they already have a lot on their hand that they can no longer attend to other matters. In terms of resources of finances, in as much as the administrators would like to create a proposal on a certain development program, they would have to consider the budget that the school is willing to give. They cannot just rightly decide on certain matters without consulting the principal of the budget or the resources.

Relatively, commitment and decision making are two identified barriers to collaboration; it can be concurred that others lack the necessary dedication to stand on their final pledge especially on what was supposedly agreed upon by everyone. This may be because of a certain problem that may have arisen personally or professionally. As administrators, they should make necessary adjustments and finalize on a certain decision that was generally agreed upon by everyone in their circle.

George (2016) found similar results revealing that there are several factors which are to be considered as barriers to collaboration such as lack of communication, lack of leadership, lack of relationships, and lack of resources. However, Ketterlin-Geller, Baumer & Lichon (2015) maintained that administrators can help teachers’ collaborative instructional design and delivery efforts by focusing on collective expertise development and dissemination, implementation strategies, and the development of assessment expertise in order to facilitate and improve collaboration.

#### IV. CONCLUSION

1. Most of the respondents are 25 years of age, have already earned their Master's, and are Master Teacher I by position.

2. The topmost Professional Development Programs in the respondents' respective schools are In-Service Training (InSet), School Learning Action Cell (SLAC) and Team Building & Capacity Building.

3. The extent of the collaboration among administrators in the Professional Development Programs is Very High in terms of sense of belonging, networks (bonding/bridging), feelings of trust and safety, reciprocity, participation, values, norms outlook in life and diversity. On the other hand, the extent of the collaboration among administrators in terms of citizen power or proactivity is High.

4. There is no significant difference between the extent of collaboration of school administrators when they are grouped according to their length of service, educational attainment and position/rank.

5. There are barriers in the collaboration among administrators in the Professional Development Program and the topmost are dissemination of information, resources/finances, time management, commitment and decision making.

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