

Influence of Collaborative Leadership and Work Life Balance and Their Perception Towards Teachers' Empowerment

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Abstract. This study determined the influence of collaborative leadership and work-life balance on teachers' empowerment. Specifically, it examined the level of collaborative leadership in terms of shared decision-making, trust, and communication; the extent of work-life balance in terms of time management, role conflict, and support systems; and the level of teachers' empowerment. It also tested the significant relationship among these variables. A quantitative correlational research design was employed using a survey questionnaire adapted from Sanders (2022). A five-point Likert scale was utilized to measure the variables. Weighted mean and standard deviation were used to determine the levels of collaborative leadership, work-life balance, and teachers' empowerment, while the Pearson r Product-Moment Correlation Coefficient was used to test the relationships among variables. Results revealed that teachers demonstrated a high level of collaborative leadership in terms of shared decision-making, trust, and communication. They also exhibited a high extent of work-life balance and a high level of empowerment. Furthermore, the findings indicated no significant relationship between collaborative leadership, work-life balance, and teachers' empowerment. Thus, the null hypothesis was not rejected. The study highlights the importance of sustaining collaborative practices and supporting teachers' well-being to maintain their level of empowerment in the school setting.

Introduction

Understanding the influence of collaborative leadership and work-life balance on teacher empowerment is vital for creating thriving educational settings. By fostering collaborative environments and supporting teachers' well-being, schools can cultivate a more engaged, motivated, and effective teaching workforce. This, in turn, enhances the quality of education and contributes to improved student outcomes, making it essential for schools to prioritize these factors.

Globally, despite increasing recognition of the importance of teacher empowerment, a significant gap remains in understanding and addressing the combined effects of collaborative leadership and work-life balance. Studies have shown that while collaborative leadership can enhance teacher satisfaction and performance (Smith, 2020), many schools struggle to implement truly collaborative practices (Johnson, 2022). Furthermore, the challenge of achieving work-life balance continues to plague educators worldwide, leading to burnout and attrition (Brown, 2021).

In the Philippine educational landscape, teacher empowerment is a recognized goal, yet a noticeable gap persists in fully understanding the combined effects of collaborative leadership and work-life balance on teachers' effectiveness. While collaborative leadership is advocated, its practical application is often limited by hierarchical structures and resource constraints, hindering shared decision-making and teacher involvement (Reyes, 2021). Compounding this, Filipino teachers face significant challenges in achieving work-life balance due to heavy workloads, role conflicts, and inadequate support systems, further exacerbated by socio-economic pressures (Santos, 2022).

Collaborative leadership significantly enhances teacher empowerment by fostering an inclusive environment where educators actively participate in decision-making processes. This approach values teachers' insights and expertise,

promoting a sense of ownership and shared responsibility in achieving educational goals. By empowering teachers through collaborative practices, schools cultivate a more motivated and engaged workforce, leading to improved teaching practices and enhanced student outcomes (Smith, 2020).

Work-life balance plays a crucial role in teacher empowerment by ensuring that educators will have sufficient time and energy to manage both their professional responsibilities and personal lives effectively. When teachers achieve a healthy equilibrium, they experience reduced stress and burnout, leading to improved job satisfaction and overall well-being. This balance empowers teachers to be more engaged, creative, and effective in the classroom, ultimately enhancing their sense of value and contribution to the educational environment (Abdulaziz, 2022). Ultimately, understanding the influence of collaborative leadership and work-life balance on teacher empowerment is not just an academic pursuit, but a crucial step towards creating a more supportive and effective educational ecosystem

Methodology

This study used a descriptive-correlational method of research. It was descriptive in the sense that the study was designed to teachers' influence on collaborative leadership, extent of work life balance and their level of empowerment in District IX, Division of Malaybalay City. According to Jacobs (2020), descriptive studies collect data to answer questions about a subject or topic of study. Descriptive research made used of instruments such as surveys to explore individual's preferences, attitudes, interests, practices, and concerns. One major benefit of such methodology is that it posits expertise with the participants, rather than with the researcher (J.B. Burns, Personal Communication, September 8, 2021).

This study also used the correlational method of research. It is a procedure in which subjects' scores on two or more variables are measured without the manipulation of any variables to determine whether a relationship exists (Price, 2019). Moreover, the study was correlational in nature as it attempted to determine the significant relationship among teachers' influence of collaborative leadership, the extent of work-life balance, and their level of empowerment.

The study was conducted among the teachers of the different schools in Malaybalay City, Province of Bukidnon. The City of Malaybalay is composed of ten (10) districts, two (2) integrated schools, fourteen (14) high schools, and sixty-two (62) elementary schools. Malaybalay City was formerly part of the Province of Misamis Oriental as a municipal district in the late 19th century. Thus, the schools in District IX of Malaybalay City Division were considered appropriate research sites where teachers served as respondents of the study. The locale supports the investigation of how leadership approaches and work-life balance practices within the division contribute to teachers' sense of empowerment. This study included 137 teachers from elementary and secondary schools in District IX, Division of Malaybalay. The teachers represented a range of experience levels and genders, providing a diverse perspective on teaching practices within the district.

Data collected from these teachers illuminated their influence of collaborative leadership, extent of work-life balance and the level of teachers' empowerment. The varied experience levels within the sample enhance the study's ability to identify factors influencing effective teaching and teacher well-being in District IX, Division of Malaybalay City. The core instrument employed for data acquisition in this study was a three-part questionnaire, directly adopted from the established work of Sanders (2022). This instrument, a key component of Sander's impactful research, "Influence of Leadership Style and Work-Life Balance on Teachers Empowerment," published within the esteemed American Journal of Educational Studies, provides a strong framework for investigating the multifaceted dimensions of teachers' empowerment.

This study employed a quantitative research design using questionnaires as the primary data collection instrument. Prior to data collection, ethical clearance obtained through a formal process involving submission of research proposals and securing necessary approvals from the Schools Division Superintendent and respective school heads. This ensured adherence to ethical guidelines and protected the rights of respondents. The target population consist of 137 elementary and secondary teachers, carefully selected through a total enumeration sampling procedure.

Descriptive statistics was used to describe the independent variables, mean and standard deviation particularly the level of teachers' collaborative leadership in terms of shared-decision making, trust and communication, level of work-life balance in terms of time management, role conflict and support system and finally the level of teachers' empowerment. Finally, Pearson product-moment or Pearson r was used to establish significant relationship between the teachers' collaborative leadership, level of work-life balance and teachers' empowerment.

The following ethical considerations were observed by the researcher to ensure the integrity of the research process: informed consent was obtained from the respondents prior to their participation in the study; participation was strictly voluntary, and respondents were free to withdraw at any time without any consequences; the privacy of the respondents was ensured, and no personal or identifying information was collected.

Results and Discussion

This section presents the results, discussions, conclusions, and recommendations in forming the critical components of a comprehensive research or academic document. Furthermore, it provides an opportunity to interpret and analyze the findings, exploring their implications and significance in the context of existing literature. It synthesizes the key takeaways and summarizes the overall implications of the study. This offers practical suggestions for future research or applications based on the insights gained, contributing to the broader advancement of knowledge in the field.

Table 2 presents the level of collaborative leadership in terms of shared decision-making, and overall, the results indicate a high level of influence (Mean 3.79, SD 0.380). Among the indicators, the highest mean was recorded for "I am part of a committee or group that makes important decisions for the school" (Mean 4.13, SD 0.898). It is followed by the indicators "The school administration takes teacher feedback seriously" (Mean 3.86, SD 0.573) and "Teachers are encouraged to participate in school-wide planning" (Mean 3.85, SD 0.857).

Indicator	Mean	SD	Interpretation
I am part of a committee or group that makes important decisions for the school.	4.13	0.898	Highly Influence
The school administration takes teacher feedback seriously.	3.86	0.573	Highly Influence
Teachers are encouraged to participate in school-wide planning.	3.85	0.857	Highly Influence
I am actively involved in making decisions that affect my teaching.	3.74	0.791	Highly Influence
I have a significant influence on the direction of our school.	3.74	0.655	Highly Influence
Our school leaders regularly seek input from teachers before making important decisions.	3.71	0.751	Highly Influence
I feel that my voice is heard in school meetings and discussions.	3.70	0.828	Highly Influence
My opinions are valued when important school policies are discussed.	3.62	0.861	Highly Influence
Overall	3.79	0.380	Highly Influence

Table 2. Level of Collaborative Leadership in terms of Shared Decision-Making

The findings show a high level of collaborative leadership in terms of shared decision-making in the school. This means that teachers are strongly involved in important school decisions and are given opportunities to share their ideas and opinions. Teachers are able to participate in committees, planning activities, and discussions about school programs. It also shows that school leaders listen to teacher feedback and consider their suggestions when making decisions. Because of this strong influence, teachers feel valued and respected as professionals.

Several recent studies support this finding. Harris and Jones (2020) emphasized that collaborative leadership encourages teachers to participate in decision-making processes, which strengthens teacher commitment and improves school performance. Similarly, Hallinger and Liu (2022) found that when school leaders involve teachers in planning and decision-making, teachers feel empowered and are more willing to contribute to school improvement initiatives. In addition, Torres (2021) noted that teacher participation in school leadership builds trust between teachers and administrators and promotes a positive school culture.

Spillane and Diamond (2021) explained that when teachers are involved in decision-making and discussions about school directions, they develop a stronger sense of responsibility and commitment to school improvement. Likewise, Khalifa et al. (2020) emphasized that inclusive leadership practices allow teachers to share their perspectives, which strengthens collaboration and trust within the school community. Liu et al. (2022) also found that when school leaders regularly seek teacher input, teachers feel respected and are more engaged in instructional and organizational improvement.

Table 3 shows the level of collaborative leadership in terms of trust, and the overall result indicates a high level of influence (Mean 3.78, SD 0.356). The highest mean among the indicators is for "I trust that my leaders will support me in challenging situations" (Mean 3.88, SD 0.649). This is followed closely by "I trust that my school leaders have the best interests of the teachers in mind" (Mean 3.84, SD 0.743).

Indicator	Mean	SD	Interpretation
I trust that my leaders will support me in challenging situations.	3.88	0.649	Highly Influence
I trust that my school leaders have the best interests of the teachers in mind.	3.84	0.743	Highly Influence

I can rely on my leaders to make decisions that benefit the entire school community.	3.79	0.829	Highly Influence
Our school leaders keep their promises and commitments.	3.78	0.832	Highly Influence
I trust that my leaders will protect the well-being of the teachers.	3.78	0.554	Highly Influence
I feel that the school administration treats all teachers fairly.	3.76	0.735	Highly Influence
I believe that my leaders are honest and transparent in their actions.	3.75	0.686	Highly Influence
I feel secure in expressing my opinions to the school administration.	3.66	0.828	Highly Influence
Overall	3.78	0.356	Highly Influence

Table 3. Level of Collaborative Leadership in terms of Trust

The findings show a high level of collaborative leadership in terms of trust in the school. This means that teachers generally trust their school leaders and believe that they will receive support, especially during difficult situations in their work. Teachers also feel that school leaders care about their welfare and consider what is best for them when making decisions.

Tschannen-Moran and Gareis (2021) emphasized that trust between teachers and school leaders is an important factor in building a collaborative school culture and improving teacher commitment. Similarly, Berkovich and Eyal (2021) found that when teachers trust their principals, they are more willing to cooperate, share ideas, and participate in school improvement initiatives. DeMatthews et al. (2020) also highlighted that supportive leadership practices strengthen teachers' trust and encourage stronger professional relationships within the school community.

Several other indicators also demonstrated a high level of trust, such as "I can rely on my leaders to make decisions that benefit the entire school community" (Mean 3.79, SD 0.829) and "Our school leaders keep their promises and commitments" (Mean 3.78, SD 0.832). Similarly, "I trust that my leaders will protect the well-being of the teachers" (Mean 3.78, SD 0.554) and "I feel that the school administration treats all teachers fairly" (Mean 3.76, SD 0.735) highlight the respondents' perceptions of fairness, care, and ethical responsibility among school leaders. The lowest mean, though still within the "Highly Influence" range, is observed for "I feel secure in expressing my opinions to the school administration" (Mean 3.66, SD 0.828).

The findings show a high level of trust between teachers and school leaders, which reflects a strong influence of collaborative leadership in the school. This means that teachers generally believe that their leaders make decisions that are fair and beneficial for the entire school community. Teachers also feel that school leaders keep their promises, care about their well-being, and treat them with fairness and respect.

Several recent studies support these findings. Kim and Lee (2020) found that when teachers perceive fairness and ethical behavior from school leaders, their level of trust in leadership increases, which strengthens collaboration and teacher commitment. In a similar way, Grissom et al. (2021) emphasized that supportive leadership practices help teachers feel respected and protected, which promotes stronger professional relationships within the school.

Table 4 presents the level of collaborative leadership in terms of communication, and the overall findings indicate a high level of influence (Mean 3.83, SD 0.322). The highest mean is observed in two indicators. "There are regular opportunities for teachers to discuss important issues with the school leaders" (Mean 3.99, SD 0.632) and "I feel well-informed about changes and developments in our school" (Mean 3.99, SD 0.667).

Indicator	Mean	SD	Interpretation
There are regular opportunities for teachers to discuss important issues with the school leaders.	3.99	0.632	Highly Influence
I feel well-informed about changes and developments in our school.	3.99	0.667	Highly Influence
Our school leaders are open to feedback and suggestions from teachers.	3.96	0.671	Highly Influence
The school administration uses multiple channels to communicate with teachers.	3.81	0.755	Highly Influence
I receive timely and relevant information from the school administration.	3.79	0.793	Highly Influence
I am satisfied with the frequency of communication from the school leaders.	3.79	0.786	Highly Influence
Communication between teachers and school leaders is clear and effective.	3.67	0.789	Highly Influence
I feel that my concerns are promptly addressed by the school administration.	3.63	0.817	Highly Influence
Overall	3.83	0.322	Highly Influence

Table 4. Level of Collaborative Leadership in terms of Communication

The findings show a high level of collaborative leadership in terms of communication in the school. This means that teachers have many opportunities to communicate and discuss important issues with their school leaders. Teachers are regularly informed about changes, plans, and developments happening in the school. Because of this open communication, teachers feel included and aware of what is happening in their workplace

Leithwood et al. (2020) explained that effective communication between school leaders and teachers strengthens collaboration and helps teachers stay informed about school priorities and changes. In the same way, Kutsyuruba et al. (2021) found that open communication practices in schools encourage teacher participation and create stronger professional relationships between teachers and administrators. Hulpia and Devos (2022) also noted that when school leaders regularly communicate with teachers and provide updates about school decisions, teachers develop a stronger sense of belonging and commitment to the school. However, some studies present a different view. Ghavifekr and Pillai (2023) pointed out that communication in schools may sometimes be limited when leadership relies mainly on top-down information sharing rather than meaningful dialogue with teachers. Similarly, Ainscow (2024) explained that communication can appear strong in schools, but if teachers are only informed rather than actively engaged in discussions, it may reduce the true collaborative nature of leadership.

The findings show a high level of influence of collaborative leadership in terms of communication in the school. This means that communication between school leaders and teachers is strong, open, and consistent. Teachers feel that their leaders are willing to listen to their feedback and suggestions, which makes them feel respected and valued in the school community. Several recent studies support these findings. Bush (2020) explained that clear and open communication between school leaders and teachers strengthens collaboration and ensures that teachers remain informed and engaged in school activities. Similarly, Harris and Jones (2021) emphasized that effective leadership communication encourages teachers to share ideas and feedback, which improves teamwork and supports school improvement efforts.

However, other studies show that communication in schools may sometimes face challenges. Netolicky (2021) pointed out that communication can become less effective when it is mostly one-way, where teachers receive information but are not fully involved in meaningful dialogue. In addition, Azorín and Fullan (2023) explained that while schools may have frequent communication, it does not always guarantee deep collaboration if teachers are not actively included in decision-making discussions. The findings still show a high level of influence of collaborative leadership in terms of communication in the school. This means that teachers generally believe that communication with school leaders is clear and that their concerns are heard by the administration. Teachers feel that there are systems in place where they can raise issues and share their thoughts with school leaders. Even though these indicators received slightly lower responses compared to the other communication practices, they are still interpreted as highly influential.

Kraft, Simon, and Lyon (2020) explained that when school leaders respond to teachers' concerns and maintain clear communication, teachers develop stronger trust and engagement in their work. Likewise, Sebastian, Allensworth, and Huang (2021) found that clear communication between school leaders and teachers supports collaboration and helps teachers better understand school goals and expectations. Louis and Murphy (2022) also emphasized that leaders who actively listen and respond to teachers' concerns contribute to a more supportive and productive school environment. However, some studies suggest that challenges in communication may still exist.

Table 5 presents the extent of work-life balance in terms of time management, and the overall result indicates a high extent (Mean 3.92, SD 0.310). The highest mean is observed for "I am satisfied with the balance between my work and personal time" (Mean 4.21, SD 0.598), which falls under the "Very High Extent" category. It is followed by the indicator "I can balance my work commitments with my personal activities" (Mean 4.19, SD 0.755).

Indicator	Mean	SD	Interpretation
I am satisfied with the balance between my work and personal time.	4.21	0.598	Very High Extent
I can balance my work commitments with my personal activities.	4.19	0.755	High Extent
I feel in control of my time both at work and at home.	4.06	0.664	High Extent
I am able to efficiently schedule my work tasks.	3.97	0.807	High Extent
I am able to prioritize my work and personal commitments effectively.	3.80	0.824	High Extent
I can manage unexpected tasks without disrupting my schedule.	3.79	0.679	High Extent
I have sufficient time for rest and relaxation.	3.70	0.819	High Extent
I have enough time to complete my lesson planning and grading.	3.68	0.687	High Extent
Overall	3.92	0.310	High Extent

Table 5. Extent of Work-Life Balance in terms of Time Management

The findings show a high extent of work–life balance in terms of time management among teachers. This means that teachers are generally able to manage their time between their professional responsibilities and their personal lives. Many teachers feel satisfied with how they divide their time between school work and personal activities. They are able to fulfill their teaching duties while still having time for family, rest, and other personal responsibilities. This result suggests that teachers are developing effective ways to organize their schedules and manage their tasks.

Allen et al. (2021) explained that effective time management helps teachers maintain a healthy balance between work and personal life, which leads to higher job satisfaction and better well-being. Similarly, Pressley (2021) found that teachers who manage their workload and personal responsibilities effectively are more likely to maintain positive attitudes toward their profession. Sokal et al. (2020) also emphasized that teachers who are able to balance work demands with personal life tend to experience lower levels of stress and burnout.

Several other indicators also demonstrate a high extent of effective time management. These include “I feel in control of my time both at work and at home” (Mean 4.06, SD 0.664) and “I am able to efficiently schedule my work tasks” (Mean 3.97, SD 0.807). In addition, “I am able to prioritize my work and personal commitments effectively” (Mean 3.80, SD 0.824) and “I can manage unexpected tasks without disrupting my schedule” (Mean 3.79, SD 0.679) indicate flexibility and adaptability in managing time demands.

The findings show a high extent of work–life balance among teachers in terms of time management. This means that teachers are generally able to organize and control their time both at school and at home. They can plan their work tasks properly and arrange their schedules so that they can complete their responsibilities efficiently.

Skaalvik and Skaalvik (2020) found that teachers who are able to manage their time and workload effectively are more capable of maintaining balance between professional and personal responsibilities, which contributes to greater job satisfaction. Similarly, Burić and Kim (2021) emphasized that good time management skills help teachers cope with work demands and maintain positive emotional well-being. Fiorilli, Schneider, and Buonomo (2022) also noted that teachers who prioritize tasks and organize their schedules effectively tend to experience lower levels of stress and are better able to handle daily teaching demands.

The lowest mean, although still interpreted as having a high extent, is observed for “I have enough time to complete my lesson planning and grading” (Mean 3.68, SD 0.687), followed closely by “I have sufficient time for rest and relaxation” (Mean 3.70, SD 0.819). The findings still show a high extent of work–life balance among teachers in terms of time management. This means that teachers generally feel that they have enough time to complete important teaching tasks such as lesson planning and grading while also having time to rest and relax.

Several recent studies support the importance of providing teachers with enough time for instructional tasks and personal recovery. Sims and Jerrim (2020) explained that when teachers have adequate time for lesson preparation and assessment tasks, they are more likely to maintain high teaching quality and job satisfaction. Similarly, Viac and Fraser (2020) reported that time pressure and heavy workloads can affect teachers’ ability to rest and complete instructional tasks effectively, highlighting the importance of balanced work schedules. Will (2021) also emphasized that teachers who are given sufficient planning time are better able to organize lessons and maintain positive well-being.

Table 6 presents the extent of work–life balance in terms of role conflict, and the overall findings indicate a high extent of role conflict (Mean 3.85, SD 0.289). This suggests that I frequently experience tension and strain when trying to balance my work responsibilities with my personal and family roles. The highest mean among the indicators is for “I experience stress from balancing my work and personal roles” (Mean 4.18, SD 0.749), reflecting that stress is a prominent concern in managing multiple roles. This is closely followed by “I often feel overwhelmed by the competing demands of work and family” (Mean 3.94, SD 0.796) and “Balancing work and personal life is a constant struggle for me” (Mean 3.92, SD 0.559), which further emphasize the persistent challenges associated with role demands.

Indicator	Mean	SD	Interpretation
I experience stress from balancing my work and personal roles.	4.18	0.749	High Extent
I often feel overwhelmed by the competing demands of work and family.	3.94	0.796	High Extent
Balancing work and personal life is a constant struggle for me.	3.92	0.559	High Extent
I feel guilty about the amount of time I spend at work versus with my family.	3.89	0.605	High Extent

I often have to sacrifice personal time due to work commitments.	3.88	0.577	High Extent
My work responsibilities make it difficult to fulfill my family obligations.	3.71	0.643	High Extent
My family responsibilities interfere with my ability to perform my job effectively.	3.69	0.830	High Extent
I find it hard to switch off from work during my personal time.	3.60	0.829	High Extent
Overall	3.85	0.289	High Extent

Table 6. Extent of Work-Life Balance in terms of Role Conflict

The findings show a high extent of role conflict among teachers in relation to their work–life balance. This means that many teachers experience tension when trying to manage their responsibilities at school while also fulfilling their personal and family roles. Teachers often feel stressed because they have to meet the demands of their teaching duties while also attending to responsibilities at home

Bakker and Demerouti (2020) explained that role conflict occurs when work demands interfere with personal responsibilities, often leading to stress and emotional exhaustion among teachers. Similarly, Fathi and Saeedian (2021) found that teachers frequently experience tension when balancing their professional duties with family responsibilities, which can affect their well-being and job satisfaction. Nazari and Seyri (2023) also reported that competing demands from work and personal life may cause teachers to feel overwhelmed, especially when workloads are heavy. However, some studies present a different perspective. Greenhaus and Allen (2021) suggested that role conflict can be reduced when individuals develop effective coping strategies and receive support from their organizations and families. Likewise, Zhang et al. (2022) noted that supportive school leadership and flexible work practices can help teachers manage multiple roles more successfully, thereby reducing the negative effects of role conflict

Other important indicators also show a high extent of role conflict, such as “I feel guilty about the amount of time I spend at work versus with my family” (Mean 3.89, SD 0.605) and “I often have to sacrifice personal time due to work commitments” (Mean 3.88, SD 0.577). In addition, “My work responsibilities make it difficult to fulfill my family obligations” (Mean 3.71, SD 0.643) and “My family responsibilities interfere with my ability to perform my job effectively” (Mean 3.69, SD 0.830) show that interference between work and family roles occurs in both directions.

The findings show a high extent of role conflict among teachers, which means that many teachers experience difficulty balancing their work responsibilities and family life. Teachers sometimes feel guilty about spending more time on work than with their families. They may also sacrifice personal time because of school-related tasks and responsibilities. At the same time, family obligations can sometimes make it difficult for teachers to fully focus on their work.

Allen, French et al. (2020) explained that work–family conflict often occurs when employees spend more time and energy on work responsibilities, which can lead to feelings of guilt and reduced time for family activities. Similarly, Rofcanin et al. (2021) found that employees who frequently sacrifice personal time due to work demands are more likely to experience tension between their work and family roles. Wang, Liu, and Parker (2022) also reported that work responsibilities can interfere with family life, particularly in professions that require extended time and emotional involvement such as teaching.

The result shows that there is still a high extent of role conflict when it comes to switching off from work during personal time. This means that even during their rest hours, many teachers still think about school tasks, unfinished work, or responsibilities related to teaching. Although it is the lowest among the indicators, it still reflects those teachers experience difficulty separating work from their personal life.

Kim and Asbury (2020) found that teachers often continue working beyond official hours because of lesson preparation, grading, and administrative tasks, which makes it difficult to mentally detach from work. Similarly, Pressley (2021) reported that teachers frequently bring work home, causing them to think about job responsibilities even during family or leisure time. In the same way, Sokal et al. (2020) explained that the increasing workload and expectations placed on teachers contribute to challenges in maintaining clear boundaries between work and personal life. However, some studies present different findings. Collie (2021) noted that when schools provide supportive leadership and manageable workloads, teachers are better able to detach from work after school hours.

Table 7 presents the extent of work–life balance in terms of support systems, and the overall findings indicate a high extent of support (Mean 3.85, SD 0.316). The highest mean among the indicators is for “I receive support from my family members in managing household tasks” (Mean 4.13, SD 0.842). This is followed by “I have access to resources and programs that promote work-life balance” (Mean 3.98, SD 0.784). Other important indicators also show a high extent of support, such as “My family understands and supports my work commitments” (Mean 3.91, SD 0.725) and “My colleagues assist me in sharing workload and responsibilities” (Mean 3.86, SD 0.836).

Indicator	Mean	SD	Interpretation
I receive support from my family members in managing household tasks.	4.13	0.842	High Extent
I have access to resources and programs that promote work-life balance.	3.98	0.784	High Extent
My family understands and supports my work commitments.	3.91	0.725	High Extent
My colleagues assist me in sharing workload and responsibilities.	3.86	0.836	High Extent
The school administration provides flexible work arrangements to support work-life balance.	3.85	0.784	High Extent
I feel supported by my school in managing my work and personal life.	3.84	0.863	High Extent
I can rely on my colleagues for help when I am overwhelmed.	3.64	0.916	High Extent
The school administration is responsive to my needs regarding work-life balance.	3.58	0.812	High Extent
Overall	3.85	0.316	High Extent

Table 7. Extent of Work-Life Balance in terms of Support Systems

The result shows a high extent of support systems in helping teachers maintain their work–life balance. This means that many teachers receive strong support from their families, colleagues, and available resources that help them manage both their work and personal responsibilities.

Several studies support the importance of strong support systems in improving teachers’ work–life balance. Allen et al. (2020) explained that family and organizational support play a significant role in helping employees manage the demands of work and personal life. In the context of teaching, Kim and Asbury (2020) found that support from family members helped teachers adjust to work demands and reduced stress related to their responsibilities

Similarly, “The school administration provides flexible work arrangements to support work-life balance” (Mean 3.85, SD 0.784) and “I feel supported by my school in managing my work and personal life” (Mean 3.84, SD 0.863) show that support from the school is perceived as generally positive. The lowest mean, although still within the “High Extent” category, is observed for “The school administration is responsive to my needs regarding work-life balance” (Mean 3.58, SD 0.812) and “I can rely on my colleagues for help when I am overwhelmed” (Mean 3.64, SD 0.916).

The result shows a high extent of support from the school in helping teachers maintain their work–life balance. This means that teachers generally feel that their school administration and colleagues provide assistance in managing their work and personal responsibilities. Flexible work arrangements and the feeling that the school understands their needs help teachers handle their tasks more effectively.

Several studies support the importance of school support in improving teachers’ work–life balance. Collie (2021) found that supportive school leadership helps reduce teacher stress and improves their well-being, which allows teachers to better manage work and personal responsibilities. Similarly, Sokal et al. (2020) emphasized that administrative understanding and flexible workplace practices help teachers cope with heavy workloads and maintain balance in their roles. In addition, Kim and Asbury (2020) highlighted that support from school leaders and colleagues plays a key role in helping teachers adapt to work demands and maintain motivation. However, other studies present contrasting findings. Pressley (2021) reported that many teachers still experience burnout because administrative support and resources are sometimes not enough to address the pressures of teaching

The Level of Teachers’ Empowerment

Table 8 presents the level of teachers’ empowerment, and the overall findings indicate that teachers are highly empowered (Mean 3.76, SD 0.328). The highest mean among the indicators is for “I regularly work with other teachers teaching skills” (Mean 3.93, SD 0.762) and “I receive positive feedback for my work from my supervisors” (Mean 3.93, SD 0.776) which both reflect strong institutional support for professional development and recognition.

Indicator	Mean	SD	Interpretation
I regularly work with other teachers to improve our teaching practices.	4.01	0.958	Highly Empowered
I am provided with opportunities to improve my teaching skills.	3.93	0.762	Highly Empowered
I receive positive feedback for my work from my supervisors.	3.93	0.776	Highly Empowered
I feel my opinions are valued when important school decisions are made.	3.84	0.702	Highly Empowered
I am confident in my ability to help my students succeed.	3.82	0.676	Highly Empowered
I have the freedom to adapt my teaching methods to meet my students' needs.	3.58	0.931	Highly Empowered
"I have access to the resources I need to teach effectively."	3.49	0.852	Highly Empowered
I can influence changes that improve our school.	3.48	0.935	Highly Empowered
Overall	3.76	0.328	Highly Empowered

Table 8. Level of Teachers' Empowerment

The result shows that teachers are highly empowered in their work. This means that teachers feel confident in their roles and supported by the school in improving their teaching practices. Collaboration with colleagues helps strengthen their skills through shared ideas and experiences. Teachers also feel empowered when given opportunities for professional development and when their efforts are recognized by supervisors

Several studies support the finding that teachers feel empowered when they experience collaboration, professional development, and recognition from school leaders. Short and Hirsh (2021) explained that teacher empowerment grows when educators are given opportunities to collaborate and participate in improving instructional practices. Likewise, Collie (2022) found that supportive leadership and professional learning opportunities strengthen teachers' confidence and motivation, which increases their sense of empowerment in the workplace. Similarly, Skaalvik and Skaalvik (2020) found that when teachers lack autonomy and support from school leaders, their sense of empowerment and motivation can decrease. These findings suggest that while empowerment can be strong in some schools, it still depends on consistent leadership support, opportunities for collaboration, and recognition of teachers' work.

The results show that teachers continue to experience a high level of empowerment in their work. This means that teachers feel that their opinions are valued and that they are trusted to contribute to important decisions in the school. Teachers also feel confident in their ability to help their students succeed, which strengthens their commitment to teaching and learning.

Several studies support the idea that teachers feel more empowered when their opinions are valued, when they are confident in their abilities, and when they are given professional autonomy in the classroom. Burić and Kim (2021) explained that teacher empowerment is strengthened when teachers believe in their ability to support student success and when they feel respected in school decision-making. However, some studies present different findings. Kraft, Simon, and Lyon (2021) reported that limited resources and insufficient institutional support may reduce teachers' sense of empowerment in some schools. Likewise, Toropova, Myrberg, and Johansson (2021) noted that teachers may feel less empowered when they lack adequate teaching materials and opportunities to influence school improvements. These findings suggest that while teachers may feel empowered in many areas, continued support, resources, and opportunities for participation remain important to strengthen empowerment in schools.

Table 9 presents the test of significant relationships between teachers' collaborative leadership (in terms of shared decision-making, trust, and communication), work and life balance (in terms of time management, role conflict, and support systems), and teachers' empowerment. The results indicate that none of the variables show a statistically significant relationship with teachers' empowerment, as all p-values are greater than the 0.05 level of significance. Therefore, the null hypothesis is not rejected.

The results show that there is no significant relationship between teachers' collaborative leadership, work-life balance, and teachers' empowerment. The hypothesis is accepted. This means that even though teachers may experience collaboration with school leaders and try to balance their work and personal responsibilities, these factors do not directly influence how empowered they feel in their work. In simple terms, teachers may still feel empowered in their teaching roles regardless of their level of collaboration with leaders or their work-life balance situation

Variable	R	p-value	Interpretation
Shared Decision-Making	.101	.240	Not Significant
Trust	.056	.517	Not Significant
Communication	-.041	.633	Not Significant
Time Management	.110	.203	Not Significant
Role Conflict	.116	.178	Not Significant
Support Systems	-.044	.608	Not Significant

Table 9. Test of significant relationship between the Teachers' Collaborative Leadership in terms of Shared Decision-Making, Trust and Communication, Work-Life Balance in terms of Time Management, Role Conflict and Support Systems and Teachers' Empowerment

Some recent studies support the finding that collaborative leadership and work-life balance do not always have a direct effect on teacher empowerment. Nguyen et al. (2022) explained that while collaborative leadership can improve communication and teamwork in schools, it may not automatically lead to higher levels of teacher empowerment because empowerment is also influenced by individual beliefs and professional experiences. Similarly, Kim and Beehr (2021) found that work-life balance may improve teachers' well-being and job satisfaction, but it does not necessarily predict empowerment in the workplace. However, other studies present contrasting results. Brezicha, Bergmark, and Mitra (2022) reported that collaborative leadership and shared decision-making can strengthen teacher empowerment by giving teachers more voice and influence in school practices

Among the variables, role conflict shows the highest correlation coefficient ($r = .116, p = .178$), followed by time management ($r = .110, p = .203$) and shared decision-making ($r = .101, p = .240$). Although these correlations are positive, they are weak in magnitude and not statistically significant, indicating that increases in these factors are not meaningfully associated with higher levels of teacher empowerment. Similarly, trust ($r = .056, p = .517$) also demonstrates a very weak and non-significant positive relationship with empowerment.

The findings show that the relationships between role conflict, time management, shared decision-making, and trust with teachers' empowerment are not significant. This means that although these factors show a small positive connection with empowerment, the relationship is very weak and cannot be considered meaningful. In simple terms, changes in these aspects do not strongly affect how empowered teachers feel in their work. Some studies support the finding that organizational factors do not always have a direct influence on teacher empowerment. Nguyen et al. (2022) explained that collaboration and trust within schools may improve relationships and communication, but they do not always translate directly into a stronger sense of empowerment among teachers. However, other studies present different results. Brezicha et al. (2022) reported that shared decision-making and collaborative leadership can increase teacher empowerment because teachers feel that their voices are valued in school decisions. Likewise, Skaalvik and Skaalvik (2020) emphasized that supportive leadership and manageable work conditions can strengthen teachers' sense of control and influence in their professional roles.

On the other hand, communication ($r = -.041, p = .633$) and support systems ($r = -.044, p = .608$) show the lowest correlation coefficients, both of which are weak and negative, and likewise not significant. The results show that communication and support systems have a not significant relationship with teachers' empowerment. The relationship is very weak and slightly negative, which means that these factors do not strongly influence whether teachers feel empowered in their work. In simple terms, even if communication with school leaders or support from the school and colleagues improves, it does not automatically lead to a higher sense of empowerment among teachers.. Some studies support the finding that communication and support systems do not always directly lead to teacher empowerment. Lee and Nie (2021) explained that supportive environments may improve teacher satisfaction and collaboration, but they do not always result in a stronger sense of empowerment because empowerment is also influenced by personal beliefs and professional competence. Similarly, Collie (2022) found that workplace support helps reduce teacher stress and improve well-being, yet its direct effect on empowerment is sometimes limited. However, other studies present contrasting results.

Conclusion and Implications

Based on the results and discussions presented, the following conclusions are drawn:

Collaborative leadership is strongly practiced in the school. Teachers are not only implementers of policies but also partners in leadership. Their participation in decision-making, the presence of open communication, and the trust between teachers and leaders help create a positive and supportive school environment. These practices encourage teachers to work together with school leaders to improve teaching and school programs. However, strengthening trust further is still important to

ensure that teachers feel completely safe and confident in expressing their ideas and concerns. Teachers are able to manage their work and personal responsibilities, but they still face challenges in balancing different roles. The demands of teaching sometimes extend beyond school hours, which may affect teachers' personal time and well-being. Teachers generally feel empowered in their professional roles. They are confident, capable, and supported in performing their teaching responsibilities. Collaboration with colleagues and support from school leaders contribute to this strong sense of empowerment. However, improving teachers' participation in school improvements and ensuring enough resources are available can further strengthen teacher empowerment in the school.

Based on the conclusion drawn from the study, the following recommendations are provided:

School Administrators and Principals. School administrators and principals are encouraged to foster a more open, safe, and inclusive environment where teachers feel comfortable expressing their ideas and concerns during meetings and professional discussions.

Teachers. Teachers are encouraged to actively engage in collaborative practices and participate in shared decision-making processes within the school. They may also take initiative in maintaining a healthy work-life balance by managing their time effectively and seeking support from colleagues when needed.

Learners. Learners may benefit from improved teaching practices resulting from empowered and well-supported teachers. Thus, they are encouraged to actively participate in classroom activities and engage in collaborative learning experiences that are fostered by a positive and supportive learning environment.

Policymakers and Educational Authorities. Policymakers and educational authorities, such as the Department of Education, are encouraged to design and implement policies that support collaborative leadership, teacher empowerment, and work-life balance.

Future Researchers. Future researchers are encouraged to conduct further studies that explore additional variables related to teacher empowerment, such as organizational culture, leadership styles, and psychological well-being.

School administrators and principals. They may create more safe and open spaces for teachers to share their opinions during meetings and discussions so that teachers will feel more comfortable expressing their ideas. Then, school leaders may practice consistent transparency by clearly explaining decisions and actions to strengthen teachers' trust in leadership.

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Data Availability Statement

The data supporting this study are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.