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Administrative Qualities and Teachers' Involvement

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ABSTRACT: Teachers' potential to function as proactive agents of school development may depend from the school administrators' qualities. This study examined the relationship between school heads' administrative qualities and teachers' involvement and identified of the administrative qualities that predict singly or in combination teachers' involvement in secondary schools in the Division of Cagayan de Oro City. Correlational and causal research designs were employed, involving 103 randomly selected secondary teachers. Data were gathered using an adapted, validity and reliability tested survey questionnaire, which were analyzed through Mean and Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression. Findings revealed that school heads administrative qualities across all five dimensions, and teachers' involvement in school governance and activities are very high. There is a weak to strong positive correlation between school heads' administrative qualities and teachers' involvement in school governance and activities. Transformational administrative quality is the strongest correlation and predictor of the teachers' involvement in school governance and activities. The study concludes that stronger administrative qualities lead to higher levels of teachers' involvement in school governance and activities. Thus, it is recommended that school heads may sustain and further strengthen their administrative qualities, design and implement professional development programs that emphasize transformational leadership practices for a better school organization because of the active involvement of teachers.

KEYWORDS: administrative qualities, teachers' involvement, transformational

I. INTRODUCTION

Teachers are not only facilitators but have also extended professional dimensions like to arrange programs, chair committees, make decisions and to participate in school-based improvement programs. When administrators exhibit good administrative skills, good professional relationships are nurtured. However, despite recognition of these expanded teacher roles, limited attention has been given to how specific administrative qualities of school heads influence teachers' active involvement in school governance and organizational processes. Consequently, teachers' potential to function as proactive agents of school development and systemic change remains insufficiently examined. Administrative qualities of school heads play a role in school effectiveness, teacher efficacy, and overall organizational performance. Contemporary school administration extends beyond routine management to include setting expectations, fostering collaboration, supporting professional development, and promoting teachers' professional growth. International perspectives, such as those advanced by UNESCO (2024), show a global shift from bureaucratic leadership models toward more dynamic and collaborative approaches involving teachers, parents, and communities. This broader view emphasizes that effective administrative quality requires a balanced integration of managerial, relational, pedagogical, and strategic competencies to address evolving educational demands. Teachers' involvement refers to the extent to which teachers actively participate in professional, instructional, and organizational activities within the school. This involvement includes committee work, curriculum planning, engagement in professional learning communities, and participation in collegial decision-making processes. When teachers become more involved, they develop stronger ownership of the school's goals and mission, collaborate more effectively with colleagues, and share effective instructional practices that enhance school effectiveness. Actively involved teachers build professional capital and serve as educational change agents, reflecting a shift from viewing teachers as policy implementers to recognizing them as contributors to school governance, instructional innovation, and community collaboration (Rechsteiner et al., 2022). Despite the growing international literature on school administrative quality, research remains limited within the Philippine context, particularly regarding specific administrative qualities of school heads and

their relationship to teachers' involvement. Most local studies have focused on instructional leadership and its association with outcomes such as teacher job satisfaction rather than on broader administrative qualities that directly influence collaborative work and school-level engagement. As a result, existing research provides an incomplete understanding of how school heads' administrative practices shape teachers' participation beyond classroom instruction. This limitation highlights the need for context-specific studies that examine administrative qualities linked to teacher involvement in governance and organizational activities (Caritativo & Fernandez, 2025). Moreover, general administrative qualities instead of examining specific practices such as democratic decision-making and coaching leadership. These specific administrative aspects may either facilitate or constrain teachers' active participation in school processes. By focusing broadly, earlier research overlooks the nuanced ways in which particular leadership behaviors influence teacher involvement. Addressing this limitation can help clarify which administrative practices most effectively promote teacher engagement in collaborative and decision-making activities. This gap in the literature underscored the importance of examining targeted administrative qualities in school leadership research (Acharya, 2024). The significance of this research gap becomes more evident when considering the unique conditions under which Philippine school heads operate. Many school leaders face resource limitations, heavy administrative workloads, and increasing policy demands that influence their leadership practices. These contextual challenges may lead to variations in administrative qualities and teacher involvement compared to other educational systems. Understanding how these conditions shape leadership behavior and teacher engagement remains underexplored. Examining administrative qualities within this context may provide insights that support more effective and responsive school leadership practices (Ortiz et al., 2025). Thus, this study aimed to investigate how school heads' administrative qualities influence teachers' involvement in school governance. Specifically, it examined five administrative qualities such as affiliative, coaching, democratic, pacesetting, and transformational. The study determined how each of these administrative qualities affects the level of teachers' involvement in school governance. This study was anchored on behavioral theories of leadership, which posit that what leaders do significantly shapes their leadership effectiveness as much as who they are in terms of personality traits. Behavioral theories of leadership suggest that what a leader does influences the type of leader they are as much as who the leader is for personality characteristics and actually, focus on observable behavior such as motivation, communication, cooperation, and decision making over the qualities possessed by leaders (Hoque & Raya 2023). From this point of view, the administrative qualities democratic, coaching, affiliative, pacesetting, and transformational can be seen as behavior patterns that affect teacher commitment directly and the culture in which a school operates more broadly. If school heads act in ways that are supportive, inclusive, and inclusive on an ongoing basis then they will promote norms of high transparency, trust and shared accountability for action among the faculty thereby motivating teachers to become involved in school governance at higher rates. Democratic and participative leadership behaviors in particular have been found to increase teacher involvement by giving teachers an opportunity to generate ideas, influence school goals, and engage in decision-making. Collaborative Leadership and Transparent Decision-Making From the literature, studies have shown that both collaborative governance (Tikiawati & Sulistyaningrum, 2024) and transparent decision-making in their schools saw a higher level of teacher motivation, dedication and professional commitment. Likewise, affiliative leader and coaching behaviors nurture the relationship between administrators and teachers by promoting guidance, mentoring and substantial security that help in personal development along with professional growth. These practices create a climate of teacher commitment and trust that leads to teachers' willingness to serve on committees, participate in instructional activities, and collaborate on school improvement. In addition, it has been found that transformational and participative leadership behaviors also contribute to teachers' commitment and involvement. Transformational behaviors such as creating a shared vision, intellectually stimulating employees, and providing individualized support combined with participative practices result in higher levels of teacher involvement for the school (Bantilan et al., 2024). As such, behavioral leadership theories are useful constructs for explaining how targeted administrative behaviors of school leaders support teacher engagement, the development of collaborative cultures in schools and enhance effective

II. METHODOLOGY

This study utilized correlational design and causal research designs. Devi, et al., (2023) stated that a descriptive correlational design is a type of research design that explains the relationship between two or more variables which does not study the effects of unnecessary variables on the variables under study. In this study, the researcher seeks to describe a relationship among variables such as administrative qualities and teachers' involvement, without attempting to infer causal relationship. Causal research design, sometimes referred to as explanatory study, which is used to determine the type and degree of cause-and-effect interactions of the independent and dependent variables. This happens when there is a change in the independent variables which will cause changes in the dependent variables (Pitas & Brobo, 2024). Thus, in this study, causal research design is the method to use to understand how the administrative qualities influence teachers' involvement and identify which administrative qualities influence

the most. Problems 1 and 2 used Mean and Standard Deviation to describe the administrative qualities and teachers' involvement. Problem 3 utilized Pearson Product Moment Correlation Coefficient to ascertain the relationship between administrative qualities and teachers' involvement. Moreover, Problem 4 utilized Multiple Linear Regression Analysis to predict which dimension of the independent variable predict the teachers' involvement.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of the school heads' administrative qualities in terms of:
1.1 affiliative;
1.2 coaching;
1.3 democratic;
1.4 pacesetting; and
1.5 transformational?

Table 1. Summary Table of School Heads' Administrative Qualities

Dimensions of Independent Variable	Mean	SD	Qualitative Description
Affiliative	4.26	0.70	Very High
Coaching	4.19	0.78	High
Democratic	4.07	0.85	High
Pacesetting	4.25	0.77	Very High
Transformational	4.26	0.71	Very High
Overall	**4.21**	**0.76**	**Very High**

Note: 4.21-5.00 Very High; 3.41-4.20 High;2.61-3:40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 shows the summary of school heads' administrative qualities. Based on the result, the overall administrative quality of school heads obtained a Very High level**,** with a Mean of 4.21 and SD=0.76. This indicates that, collectively, school heads demonstrate strong administrative quality practices across multiple dimensions particularly in affiliative, coaching, democratic, pacesetting, and transformational which contribute to effective teachers' involvement, management, professional growth, and overall school performance. Research suggests that school heads who exhibit a combination of relational, performance-driven, and motivational administrative quality behaviors are more likely to foster a positive school climate, enhance teacher engagement, and promote student learning outcomes (Intud & Ferenal, 2025). Similarly, Vanlommel et al., (2024) emphasized that effective school administrative quality involves balancing high expectations with support and relational trust, which strengthens teacher commitment and organizational effectiveness. Overall, the very high mean reflects the ability of school heads to integrate multiple administrative qualities to create a supportive, efficient, and results-oriented educational environment. Based on the result in Table 6 Affiliative and Transformational administrative quality showed the highest Mean of 4.26 with SD=0.70, and 0.71 respectively. This result indicates that school heads strongly prioritize building positive relationships with teachers, fostering trust and respect, and motivating staff to achieve both personal and organizational goals. Such administrative quality practices highlight the school heads' ability to inspire commitment, enhance teacher engagement, and create a supportive and collaborative school environment. The high ratings in both affiliative and transformational dimensions suggest that school heads effectively balance relational and motivational strategies, which are crucial for promoting professional growth, teamwork, and overall school effectiveness (Sumampong & Arnado, 2024; Hooper, 2024; Hadijah, 2024). Despite the very high levels observed in affiliative and transformational administrative qualities, the school heads obtained a Mean of 4.07 and SD of 0.85 in Democratic administrative quality, indicating a high level, but the lowest among the five domains. This suggests that while school heads actively involve teachers in decision-making and promote participation, there may be opportunities to further strengthen collaborative decision-making and consensus-building practices. The slightly lower rating could reflect challenges in fully involving all teachers in shared governance or ensuring that every teacher's voice is consistently integrated into policy and school improvement initiatives. Research highlighted that democratic administrative quality is essential for fostering teacher empowerment, trust, and a sense of ownership in school initiatives, which in turn enhances teacher motivation and overall organizational effectiveness (Maqbool et al., 2024). Strengthening democratic practices can complement other administrative qualities, creating a more balanced and inclusive administrative approach.

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Problem 2. What is the level of teachers' involvement?

Table 2 shows the level of teachers' involvement in school activities and governance. Based on the results, teachers' involvement obtained a very high level, with a Mean of 4.42 with SD = 0.66. This indicates that teachers are highly engaged in various school functions, including instructional planning, decision-making, and professional development initiatives. A very high teacher involvement reflects a collaborative and participatory school environment where educators actively contribute to improving teaching practices and overall school effectiveness (Tikiawati & Sulistyaningrum, 2024; Musengamana et al., 2024). Research further highlights that active teacher involvement is associated with higher motivation, better instructional outcomes, and stronger alignment between school goals and classroom practices (Dupeno & Matalubos, 2025;Salutan and Oco, 2025). Moreover, fostering teacher involvement promotes a sense of ownership, professional commitment, and shared responsibility, which are crucial for sustaining school improvement and enhancing student learning outcomes (Shaoan et al., 2025).

Table 2. Teachers' Involvement

	Indicators *I...*	**Mean**	**SD**	**Qualitative Description**
1.	actively participate in school programs.	4.38	0.67	Very High
2.	join professional learning communities.	4.41	0.76	Very High
3.	collaborate with parents and stakeholders.	4.45	0.62	Very High
4.	share innovative practices with colleagues.	4.46	0.68	Very High
5.	participate in committees and working groups.	4.47	0.63	Very High
6.	take initiative in school improvement activities.	4.42	0.66	Very High
7.	attend meetings regularly and contribute actively.	4.52	0.62	Very High
8.	am involved in curriculum development initiatives.	4.32	0.64	Very High
9.	engage in activities that promote student learning.	4.45	0.62	Very High
10.	participate in planning and evaluation of programs.	4.32	0.67	Very High
	Overall	**4.42**	**0.66**	**Very High**

Note: 4.21-5.00 Very High; 3.41-4.20 High;2.61-3:40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Indicator 7, *I attend meetings regularly and contribute actively,* shows the highest Mean of 4.52 with SD= 0.62, qualitatively described as Very High. This result indicates that teachers are highly committed to participating in school activities or governance like actively sharing ideas, and engaging in collaborative decision-making processes. Such active participation reflects a culture of professional responsibility and ownership, where teachers contribute to planning, problem-solving, and school improvement initiatives. This finding supports Tikiawati and Sulistyaningrum (2024), who emphasized that regular and active teacher involvement in managerial and organizational activities enhances school effectiveness, teacher motivation, and overall educational outcomes. Meanwhile, Indicators 8, *I am involved in curriculum development,* and indicator 10, *I participate in planning and evaluation of programs,* exhibited the lowest Mean of 4.32 with SD=0.64 and 0.67, respectively, but still qualitatively described as Very High. This indicates that although teachers are very highly involved in general school activities, their participation in higher-level decision-making tasks, such as curriculum design and program evaluation, is slightly less frequent. Such involvement often requires specialized knowledge, experience, and confidence, which may limit full engagement in these areas. Research by Prudente et al. (2024) emphasized that while teacher engagement in professional development and instructional planning enhances teaching effectiveness, active participation in curriculum and program planning may still be constrained without targeted training and structured opportunities for meaningful involvement.

Problem 3. Is there a significant relationship between the school heads' administrative qualities and teachers' involvement?

Table 3. Test of Correlation Between School Heads' Administrative Qualities and Teachers' Involvement

Dimensions of Independent Variable	**r-value**	**p-value**	**Description**	**Decision on Ho**	**Interpretation**
Affiliative	0.498**	0.000	Low Positive	Reject	Significant
Coaching	0.646**	0.000	Moderate Positive	Reject	Significant
Democratic	0.584**	0.000	Moderate Positive	Reject	Significant

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Pacesetting	0.683**	0.000	Moderate Positive	Reject	Significant
Transformational	0.708**	0.000	Moderate Positive	Reject	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*
**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlation analysis between administrative qualities and teachers' involvement. The result shows that there is a significant positive relationship between school heads' administrative qualities and teachers' involvement. All five dimensions: affiliative, coaching, democratic, pacesetting, and transformational show statistically significant correlations with a p-value of 0.000, suggesting that as the school heads' administrative qualities improves, teachers' involvement in school activities also increases. Among the five dimensions of administrative qualities, transformational demonstrated the strongest correlation (r = 0.708), followed closely by pacesetting (r = 0.683) and coaching (r = 0.646), highlighting the critical role of visionary, motivating, and developmental administrative quality practices in fostering active teacher involvement. In addition, the more effectively school heads demonstrated administrative qualities through building relationships, mentoring, involving teachers in decision-making, setting high standards, and inspiring teachers and make them more actively participate in school activities. The findings suggest that effective administrative quality creates a supportive and motivating environment, which encourages teachers to involve in planning, curriculum development, professional growth, and collaborative initiatives. Overall, strong administrative qualities among school heads play a crucial role in promoting teacher involvement, enhancing instructional practices, and improving overall school performance. These results are consistent with Hooper (2024), who highlighted that school heads who balance relational and performance-oriented strategies enhance teacher involvement and commitment. Similarly, Sumampong and Arnado (2024) emphasized that transformational administrative quality, which focuses on motivating and inspiring staff, positively influences teacher involvement and overall school effectiveness. Among the five dimensions of administrative qualities, transformational administrative quality obtained the highest correlational rating of 0.708 with a p-value of 0.000, indicates a strong positive correlation and the relationship between transformational and teachers' involvement is significant. Thus, school heads strongly inspire, motivate, and support teachers toward achieving both personal and organizational goals. This suggests that school heads prioritize fostering a shared vision, encouraging innovation, recognizing teacher contributions, and creating an environment where teachers feel empowered and committed to continuous improvement. The prominence of transformational administrative quality highlights its role in enhancing teacher motivation, engagement, and professional growth, which collectively contribute to improved instructional practices and overall school performance. Research supports this finding, as transformational administrative quality has been shown to positively influence teacher commitment, collaboration, and school effectiveness by promoting a culture of inspiration and shared purpose (Sumampong & Arnado, 2024). However, affiliative administrative quality exhibited the lowest r-value of 0.498 and p-value of 0.000, which indicates a low positive correlation between affiliative and teachers' involvement. This suggests that while fostering positive relationships, trust, and a supportive environment is important, it may have a smaller direct impact on teachers' involvement compared to other leadership domains such as transformational, pacesetting, or coaching. Teachers may value relational support, but their involvement in decision-making, curriculum development, and professional activities may be more strongly influenced by administrative quality practices that provide guidance, set clear expectations, and inspire achievement. Nonetheless, affiliative administrative quality still plays a foundational role in creating a positive school climate that supports collaboration and encourages teachers to involve meaningfully (Hooper, 2024; Hadijah, 2024).

Problem 4. Which of the dimensions of the independent variable predicts singly or in combination the level of teachers' involvement?

Table 4. Multiple Linear Regression Analysis on School Heads' Administrative Qualities and Teachers' Involvement

Dimensions of Independent Variable	Unstandardized Coefficients		Standard Coefficient Beta		
	B	Std. Error		T	Sig.
(Constant)	1.402	0.267		5.255	0.000
Affiliative	0.284	0.100	0.351	2.837	0.006
Coaching	0.322	0.135	0.387	2.380	0.019

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Democratic	0.281	0.111	0.383	2.526	0.013
Pacesetting	0.364	0.091	0.437	4.015	0.000
Transformational	0.582	0.126	0.651	4.620	0.000
	R=0.782		$R^{2=}$0.611	F=30.480	Sig.=0.000

a. Dependent Variable: Teachers' Involvement

b. Predictors: (Constant), Affiliative, Coaching, Democratic, Pacesetting, Transformational

Table 4 presents the results of the multiple linear regression analysis examining the influence of school heads' administrative qualities on teachers' involvement. The overall model is statistically significant, as indicated by an F value of 30.480 and a significance level of 0.000, confirming that administrative qualities reliably predict teachers' involvement. The correlation coefficient of R = 0.782 reflects a strong positive relationship between the independent variables and teachers' involvement. Moreover, the coefficient of determination (R^2 = 0.611) shows that 61.1 percent of the variance in teachers' involvement is explained by the combined administrative qualities of school heads. Transformational administrative quality emerged as the strongest predictor, as shown by the highest standardized beta coefficient. This result supports earlier findings that effective administrative qualities strongly influence teacher morale, professional commitment, and organizational performance. Intud and Ferenal (2025) emphasized that school heads who demonstrate strong administrative quality competence and effective administration significantly enhance teacher involvement and school effectiveness. Similarly, Persson et al. (2025) found that sustained administrative practices such as instructional supervision and feedback contribute to long-term teacher engagement. These studies reinforce the present finding that strong administrative quality explains a substantial portion of teachers' involvement in school activities. All five administrative qualities significantly contributed to teachers' involvement, as evidenced by p-values below 0.05. Affiliative administrative quality showed a positive effect, indicating that supportive and relationship-oriented leadership increases teacher participation. Coaching administrative quality also demonstrated a significant influence, highlighting the role of mentoring and professional guidance in encouraging involvement. Democratic administrative quality further contributed positively, underscoring the importance of shared decision-making in fostering engagement. These findings align with research showing that affiliative administrative quality promotes trust, morale, and collaboration among teachers. Viajante (2024) reported that empathic listening, conflict resolution, and collegial relationship-building enhance teacher collaboration and ethical school climate. Likewise, studies on coaching administrative quality found that sustained, job-embedded mentoring improves teachers' instructional practices and professional engagement. Democratic administrative quality has also been linked to increased teacher motivation, ownership, and participation in school decision-making processes (Raupu et al., 2021). Pacesetting administrative quality significantly influenced teachers' involvement, indicating that high expectations and performance standards can motivate teacher participation. However, transformational administrative quality exerted the strongest influence among all predictors. This finding suggests that administrative quality practices focused on vision-setting, inspiration, and individualized support most effectively enhance teachers' involvement. Transformational administrative quality motivates teachers to commit beyond routine responsibilities and actively participate in school governance. This result strongly corresponds with studies identifying transformational administrative quality as a key driver of teacher motivation and engagement. Yu and Jang (2024) found that transformational administrative quality significantly increase teacher motivation and instructional effectiveness. Sumampong and Arnado (2024) further reported that idealized influence and individualized consideration have the strongest impact on teachers' dedication and involvement. These findings support the present result that transformational administrative quality is the most powerful predictor of teachers' involvement. Overall, the regression results confirm that school heads' administrative qualities significantly influence teachers' involvement in school governance and organizational activities. The strong explanatory power of the model highlights the importance of administrative qualities that balance relational support, professional development, shared decision-making, and performance expectations. Effective school administrative quality requires a combination of affiliative, coaching, democratic, pacesetting, and transformational qualities. Together, these administrative qualities foster a collaborative, motivating, and participatory school environment. This conclusion is supported by systematic reviews indicating that integrated administrative quality practices enhance teacher involvement, commitment, and retention. White et al. (2025) emphasized that shared decision-making, effective communication, and ongoing professional development consistently strengthen teacher engagement. Additionally, Shaoan et al. (2025) noted that teacher involvement in school governance contributes to workforce stability and organizational effectiveness. These studies affirm that administrative qualities and teachers' involvement function as interconnected processes essential to sustainable school success.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

1. School heads demonstrate administrative practices that support school operations and teachers' involvement.
2. Teachers participate in professional, instructional, and organizational activities.
3. Stronger administrative qualities lead to higher levels of teachers' involvement in school governance and activities.
4. Transformational administrative quality influences teachers' involvement.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that:

1. School heads may sustain and further strengthen their administrative qualities.
2. Teachers may maintain their active participation in professional, instructional, and organizational activities.
3. School heads may strengthen effective administrative practices to enhance teachers' involvement and foster a more collaborative school environment.
4. School heads may sustain transformational administrative practices to continuously enhance teachers' involvement and promote long-term school improvement.

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