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COLLABORATIVE DECISION-MAKING AS INFLUENCED BY THE LEADERSHIP SKILLS OF FACULTY MEMBERS IN A PRIVATE NON-SECTARIAN SCHOOL IN PANABO CITY

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ABSTRACT

This study examined the influence of leadership skills on the collaborative decision-making of faculty members of a private non-sectarian school in Panabo City. Specifically, it determined the level of leadership skills and collaborative decision-making, examined the relationship between the variables, and identified which leadership skill best predicts collaborative decision-making. A quantitative-predictive correlational research design was employed. A total of forty-six (46) faculty members participated through total enumeration. Data were gathered using a validated questionnaire and analyzed using weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient (r), coefficient of determination (R^2), and multiple regression analysis at a 0.05 level of significance. Findings revealed that faculty members demonstrated a high level of leadership skills, particularly in strategic thinking and communication, while interpersonal influence was rated moderate. They also exhibited a high level of collaborative decision-making, especially in consensus building, joint problem-solving, and peer consultation. Further results showed significant positive relationship between leadership skills and collaborative decision-making. Among the leadership dimensions, strategic thinking emerged as the strongest predictor, while communication and interpersonal influence were not significant predictors when taken together. Based on the findings, it is recommended that the school administration implement continuous professional development programs focused on strengthening strategic thinking and leadership capacities among faculty members. Deans of colleges may also promote collaborative practices through structured meetings and shared governance activities. Faculty members are encouraged to enhance their leadership competencies through training, mentoring, and reflective practice. Future researchers may explore other factors affecting collaborative decision-making, such as organizational culture and motivation, using broader and mixed-method approaches to enrich existing findings.

KEYWORDS: *Collaborative decision-making; leadership Skills*

INTRODUCTION

Leadership skills of teachers refer to their capacity to guide colleagues, communicate with clarity, motivate team members, and facilitate professional interactions that support the goals of the institution. These skills enable teachers to take initiative, influence group processes, and foster a culture of cooperation within the school environment. Meanwhile, collaborative decision-making involves the collective participation of teachers, administrators, and other stakeholders in resolving school-related matters that affect instruction, student development, and organizational practices. It is characterized by shared responsibility, open communication, and participatory problem-solving. These concepts highlight the importance of teacher leadership in shaping meaningful collaborative processes and strengthening the overall culture of teaching and learning within institutions.

At the global level, concerns about collaborative decision-making and teachers' leadership skills continue to surface due to increasing organizational complexity and rapid educational reforms. In the United States, teachers face limited opportunities to participate in formal decision-making structures despite growing expectations for shared leadership, which constrains their professional influence (Paufler & Clark, 2021; York-Barr & Duke, 2021). Similarly, in Australia, educators report challenges such as inconsistent leadership preparation and insufficient institutional support, which hinder their ability to participate meaningfully in collaborative decisions (Gurr & Drysdale, 2022; Dempster et al., 2021). Moreover, in the United Kingdom, teacher leadership is often shaped by hierarchical school systems, which make it difficult for teachers to exercise autonomy and contribute fully to collective decisions (Boylan, 2023; Hallinger & Kovacevic, 2021). These global issues highlight how organizational constraints continue to limit effective collaboration in school contexts.

In addition, schools in Asian and European contexts also encounter persistent difficulties in sustaining collaborative decision-making practices. For instance, in South Korea, teachers experience limited involvement in decision processes

due to rigid administrative structures, which affect their sense of empowerment (Park & Ham, 2022; Kim & Lee, 2023). In Finland, although collaboration is encouraged, educators face pressures brought by curricular changes and workload intensification, which restrict the time available for shared decision-making (Hakanen et al., 2021; Pietarinen et al., 2021). In Malaysia, teachers highlight issues such as unclear communication channels, lack of leadership training, and insufficient professional autonomy, all of which weaken collaborative practices in schools (Hamid et al., 2022; Abdullah & Ismail, 2023). These global challenges suggest that despite policies promoting shared leadership, structural, cultural, and workload factors continue to hinder effective collaborative decisions in many countries.

In the Philippines, challenges in collaborative decision-making are frequently attributed to hierarchical structures within many educational institutions. Teachers often express limited participation in major school decisions, as administrative practices remain centralized and top–down in nature (David et al., 2022). Furthermore, public and private school teachers face pressures related to workload, compliance requirements, and documentation tasks, which reduce their ability to engage in meaningful collaborative processes (Llego & Viernes, 2023). Because of these constraints, the potential of teacher leadership to enhance shared decision-making is not fully realized, which leads to workplace tensions and reduced professional motivation among faculty members.

Moreover, Filipino teachers encounter obstacles that affect their ability to utilize leadership skills in school-based decisions. As noted in current Philippine educational landscapes, many teachers lack access to leadership development programs that could strengthen communication, facilitation, and conflict-resolution skills essential for collaborative decision-making (Maligalig & Cuevas, 2024). Additionally, teachers in private institutions report limited institutional support, inconsistent recognition of teacher leadership efforts, and unclear structures for collaborative participation, all of which weaken the culture of shared decision-making (Arzadon & Santos, 2023). These conditions demonstrate that while Filipino teachers possess leadership potential, systemic limitations hinder their full involvement in shaping school decisions.

In Panabo City, teachers also experience challenges unique to local institutional conditions. Many teachers in higher education institutions operate within resource-constrained environments, where time, training, and administrative support for collaborative practices are limited. Furthermore, communication gaps between teachers and administrators may lead to misalignment of priorities, resulting in decision-making processes that do not fully incorporate faculty perspectives (Tan & Umali, 2023). These localized issues highlight the everyday realities teachers encounter as they attempt to assert leadership and participate in shared decisions within their schools.

Despite the growing body of research on teacher leadership and collaborative decision-making, significant gaps remain. One major gap is the limited focus on how leadership skills directly shape teachers' actual involvement in collaborative decisions within private higher education settings in the Philippines. Another gap lies in the insufficient studies conducted in small-city contexts such as Panabo City, where institutional structures and leadership dynamics differ from large universities in urban centers. Additionally, few studies explore teachers' lived experiences and perspectives on how their leadership capabilities influence shared institutional decisions, particularly in southern Philippine institutions. These gaps indicate the need for more context-specific investigations to better understand the interplay between teacher leadership and collaborative decision-making.

THE STUDY'S OBJECTIVES

The study investigated the relationship between leadership skills and collaborative decision-making among teachers in the private non-sectarian school in Panabo City. Specifically, it sought to:

1. Assess the extent of teachers' leadership skills in terms of communication, interpersonal influence, and strategic thinking.
2. Determine the extent of teachers' collaborative decision-making in terms of peer consultation, joint problem-solving, and consensus building.
3. Establish whether a significant relationship exists between teachers' leadership skills and their collaborative decision-making.
4. Identify which domains of teachers' leadership skills significantly influence their collaborative decision-making.

METHODOLOGY

This chapter presents the methodology used to investigate the resilience and occupational well-being of teachers. The discussion includes the method used, sources of data, data gathering instruments, sampling technique, procedures of the study, statistical treatment, and ethical considerations.

Method Used

This study employed a quantitative-predictive correlational research design to examine the relationship between faculty members' leadership skills and their collaborative decision-making practices. This design allowed for systematic and objective investigation using numerical data, enabling the researcher to identify patterns, associations, and the predictive strength of leadership skills on collaborative decision-making (Cohen et al., 2018; Fraenkel & Wallen, 2019). Focusing on

naturally occurring leadership behaviors and existing collaborative practices within the academic setting, the study ensures that the results reflect the authentic experiences of faculty members.

Faculty members' leadership skills were measured across three dimensions: communication, interpersonal influence, and strategic thinking. Their collaborative decision-making practices are assessed through peer consultation, joint problem-solving, and consensus building. Statistical techniques, particularly correlational and predictive analyses, are applied to determine the strength, direction, and predictive value of the relationship between leadership skills and collaborative decision-making. This approach examines whether variations in leadership skills can predict changes in the ways faculty members engage in shared decision-making processes.

Through this design, the study generated descriptive data that illustrate the current status of leadership skills and collaborative decision-making among faculty members, as well as inferential and predictive data that quantify and model the relationship between these variables. This systematic and ethical approach ensures the accuracy, reliability, and applicability of the findings. Ultimately, the study provides evidence-based insights that may guide administrators, department heads, and faculty leaders in enhancing leadership capacities and strengthening collaborative decision-making practices within higher education institutions.

Sources of Data

The respondents of this study consist of 46 college faculty members from a Private non-sectarian school Panabo City who meet the specified inclusion criteria. The research utilizes the total enumeration technique, which ensures that all eligible faculty members are included in the study. This approach eliminates sampling bias and provides a complete representation of the target population, which makes the findings more accurate and reliable (Etikan & Bala, 2017; Taherdoost, 2016).

Inclusion criteria require that participants are (1) currently teaching at a Private non-sectarian school in Panabo City, (2) have at least three years of teaching experience, (3) are aged between 30 and 50 years, and (4) voluntarily agree to participate. These requirements ensure that respondents have sufficient experience with institutional policies, classroom practices, and professional responsibilities to offer meaningful insights into leadership skills and collaborative decision-making practices.

Data Gathering Instrument

The primary instruments for this study were structured questionnaires designed to measure faculty members' leadership skills and their collaborative decision-making practices. The questionnaire for leadership skills was adapted from validated sources in leadership studies, while the collaborative decision-making instrument was adapted from relevant research on participatory decision-making in educational settings. Both instruments use closed-ended Likert-scale items to quantify faculty perceptions of their leadership capabilities and shared decision-making behaviors. The instruments are contextualized to reflect the local environment of faculty members of the school in Panabo City, ensuring relevance and clarity.

Leadership Skills. The leadership skills instrument, adapted from Yukl (2013), examines three dimensions: Communication, Interpersonal Influence, and Strategic Thinking, with five (5) items included for each dimension. Communication evaluates faculty members' ability to clearly convey ideas, provide constructive feedback, and engage effectively with colleagues. Interpersonal Influence assesses the capacity to inspire, motivate, and guide peers in professional settings. Strategic Thinking measures the ability to plan, anticipate challenges, and make decisions that align with institutional goals.

Experts reviewed the instrument to ensure content validity, confirming that the items accurately represent the dimensions of leadership skills and align with the objectives of the study. The overall expert rating for the instrument is 4.19, described as very good. Reliability was established through a pilot test conducted with thirty (30) faculty members from nearby schools, who were different from the actual respondents of the study. The pilot test yielded a Cronbach's alpha of 0.847, which indicates that the instrument is consistent and reliable for measuring the intended constructs. Responses are interpreted using the following Likert-scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Leadership skills of faculty members are always evident
3.40 - 4.19	High	Leadership skills of faculty members are oftentimes evident
2.60 - 3.39	Moderate	Leadership skills of faculty members are occasionally evident
1.80 - 2.59	Low	Leadership skills of faculty members are seldom evident
1.00 – 1.79	Very Low	Leadership skills of faculty members are never evident

Collaborative Decision-Making. The collaborative decision-making instrument, adapted from Vangrieken et al. (2020), examines three dimensions: Peer Consultation, Joint Problem-Solving, and Consensus Building, with five (5) items

allocated for each dimension. Peer Consultation evaluates faculty members' ability to seek input from colleagues and share ideas to support decision-making. Joint Problem-Solving assesses how faculty collaborate to address challenges, identify solutions, and develop actionable plans. Consensus Building measures the capacity to reach agreement and support collective decisions within the academic community.

To ensure content validity, the instrument was reviewed by experts in higher education and leadership studies, confirming that the items accurately capture the dimensions of collaborative decision-making and align with the study objectives. The overall expert rating for the instrument is 4.02, described as very good. Reliability was established through a pilot test conducted with thirty (30) faculty members from nearby schools, who were different from the actual respondents of the study. The pilot test yielded a Cronbach's alpha of 0.850, which indicates high consistency and dependability of the instrument. Responses are interpreted using the following scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Collaborative decision-making among faculty members is always evident.
3.40 - 4.19	High	Collaborative decision-making among faculty members is oftentimes evident.
2.60 - 3.39	Moderate	Collaborative decision-making among faculty members is occasionally evident.
1.80 - 2.59	Low	Collaborative decision-making among faculty members is seldom evident.
1.00 – 1.79	Very Low	Collaborative decision-making among faculty members is never evident

Both instruments were adapted and refined based on feedback from advisers, panel members, and expert validators to ensure clarity, appropriateness, and alignment with the objectives of the study. These questionnaires provide reliable and meaningful data on the relationship between faculty leadership skills and collaborative decision-making of the the school in Panabo City, forming the foundation for generating evidence-based recommendations that can enhance faculty leadership capacities, promote effective collaboration, and improve institutional performance.

Method of Sampling

Total enumeration allows the study to include the full population of qualified faculty members, which captures a wide range of perspectives from various programs and departments. This ensures that differences in professional experiences, workloads, and departmental contexts are represented. As a result, the study can explore the relationship between leadership skills and collaborative decision-making comprehensively and inclusively.

Further, focusing on faculty members with at least three years of experience ensures that participants have encountered multiple teaching scenarios, administrative responsibilities, and collaborative processes. Their experience provides a solid foundation for assessing leadership capabilities and their influence on shared decision-making. Also, selecting the age range of 30 to 50 targets active educators who are engaged in teaching, mentoring, and institutional activities, which ensure that their insights are relevant to current academic environments.

Furthermore, voluntary participation promotes authenticity and reliability in the data collected. Faculty members are able to respond thoughtfully and honestly, which strengthens the credibility of the findings. Including all eligible respondents allows the study to account for a diverse range of leadership styles, decision-making approaches, and collaborative experiences, which enriches the understanding of faculty dynamics in the achool. The inclusion criteria also guarantee that participants are actively involved in core academic duties such as lesson planning, classroom instruction, student assessment, and administrative tasks. Faculty members who participate in committees, mentoring programs, or research projects can share how leadership skills support collaborative decision-making and influence the overall functioning of the institution.

Employing total enumeration enhances the study's validity and reliability by covering the entire population of eligible faculty members. This approach allows the researcher to observe patterns, trends, and relationships across all respondents, which reduces the potential for sampling errors and ensures that the findings reflect the authentic experiences of faculty in the school of Panabo City. Ultimately, involving all qualifies faculty members provides a strong basis for practical recommendations. Insights from the study can guide administrators, department heads, and faculty leaders in designing programs to strengthen leadership competencies, promote effective collaborative decision-making, and support a positive academic work environment. Such initiatives may improve faculty engagement, efficiency, and overall institutional performance.

Procedure of the Study

The data gathering process for this study followed a structured and ethically guided protocol to ensure accuracy, reliability, and validity of the results. The procedures were organized into several key stages: ethics review, validation of the

instruments, endorsement from the dean, securing a permit to conduct the study, and the administration and retrieval of questionnaires. All procedures were undertaken in coordination with the school in Panabo City.

Ethics Review. Prior to conducting the study, the research proposal underwent an ethics review, and an Ethics and Compliance Certificate was secured on December 17, 2025. This ensured full compliance with ethical standards for research involving human participants. The review confirmed that the rights, welfare, and confidentiality of the faculty respondents of a private non-sectarian school in Panabo City were protected throughout the study. Ethical principles, including voluntary participation, informed consent, and data privacy, were strictly observed in accordance with the Data Privacy Act of 2012.

Validation of the Instruments. The research instruments were subjected to expert validation to ensure clarity, relevance, and alignment with the constructs of leadership skills and collaborative decision-making. The validation process was conducted on January 22, 2026 and January 26, 2026 by qualified experts in the field. Feedback from the validators, as well as from the research adviser and panel members, was carefully reviewed and incorporated to refine and improve the instruments.

To further ensure reliability, pilot testing was conducted among thirty (30) faculty members from selected institutions. A letter to conduct pilot testing was sent to one of the private schools in Panabo City on February 23, 2026, with the corresponding Certificate of Appearance issued on February 25, 2026. Similarly, a letter was sent to another private school in Panabo, Inc. on February 25, 2026, with a Certificate of Appearance issued on February 26, 2026. The pilot testing yielded a Cronbach's alpha of 0.905 for leadership skills and 0.899 for collaborative decision-making, confirming that the instruments were reliable measures of both variables.

Endorsement from the Dean. After completing the validation process and ethics review, the researchers secured a formal endorsement from the Dean of Rizal Memorial Colleges, Inc. on January 8, 2026. This endorsement served as an official recommendation, affirming that the study met academic and ethical standards and was suitable for implementation with the identified faculty respondents.

Permit to Conduct the Study. Following the endorsement, a formal letter requesting permission to conduct the study was submitted to the Dean of the school. on January 29, 2026. The request detailed the purpose of the study, target respondents, and data collection procedures. Approval was subsequently granted, and a Certificate of Appearance was issued on March 3, 2026. Coordination with the administration and faculty members was then undertaken to facilitate smooth communication and scheduling for the distribution and retrieval of questionnaires.

Administration and Retrieval of Questionnaires. The validated survey questionnaires on leadership skills and collaborative decision-making were distributed to the 46 faculty respondents who met the inclusion criteria. Prior to data collection, faculty members were oriented on the objectives of the study and informed of ethical considerations, including voluntary participation, confidentiality, and their right to withdraw at any time without penalty. Informed consent was obtained from all respondents before participation.

The questionnaires were administered in both paper-based format and through secure online platforms, with sufficient time allotted for completion. After the agreed-upon period, all questionnaires were retrieved, systematically organized, encoded, and prepared for statistical analysis. The data collected were analyzed using appropriate statistical software to examine the relationship between leadership skills and collaborative decision-making. These procedures ensured the validity, reliability, and integrity of the data while maintaining the confidentiality and comfort of all participants.

Statistical Treatment

For a comprehensive interpretation of the data collected from faculty members, several statistical tools were employed, each corresponding to the study's research subproblems.

The weighted mean was used to address the first two research subproblems, which focused on determining the level of leadership skills and the level of collaborative decision-making among faculty members. It was used to summarize the overall responses of the participants by determining the average level of their perceptions across the different indicators. This provided a clear description of the general trends in leadership skills and collaborative decision-making. The Standard Deviation (SD) was used to determine the degree of dispersion or variability of the responses. It indicated how closely or widely the responses of the faculty members were distributed around the mean. A smaller standard deviation suggests more consistent responses among participants, while a larger standard deviation indicates greater variability in their responses.

Pearson Product – Moment Correlation Coefficient (r) was used for the third research subproblem, which sought to determine whether a significant relationship exists between leadership skills and collaborative decision-making. The correlation coefficient (r) measures the strength and direction of the linear relationship between two continuous variables. In this study, it was used to determine whether higher levels of leadership skills are associated with higher levels of

collaborative decision-making among faculty members. The value of r indicates both the direction (positive or negative) and the strength of the relationship between the variables.

Multiple Linear Regression Analysis as used to answer the fourth research subproblem, which aimed to identify which dimensions of leadership skills significantly influence collaborative decision-making, multiple regression analysis was conducted. This analysis assessed the individual contribution of each dimension such as communication, interpersonal influence, and strategic thinking in predicting collaborative decision-making. It determined which specific leadership skill dimensions best explain changes in collaborative decision-making among faculty members.

Ethical Consideration

This study ensures that faculty members of the school in Panabo City were treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, transparency, and risk minimization guide all procedures to protect participants' rights, well-being, and privacy.

Social Value. The study aimed to examine the relationship between faculty members' leadership skills and their collaborative decision-making practices at the school in Panabo City. The findings provide insights that help academic leaders, department heads, and administrators strengthen leadership development programs, improve collaborative structures, and promote shared governance within the institution. Beyond the local setting, the results may also inform policies and strategies that enhance faculty leadership and collective decision-making in other higher education institutions. *Informed Consent.* Informed consent was obtained from all participating faculty members prior to data collection. Participants are clearly informed of the study's purpose, scope, and procedures. Participation is voluntary, with no associated risks, and individuals may withdraw from the study at any time without penalty. The consent form uses clear, accessible language, and participants are encouraged to ask questions to ensure full understanding before agreeing to take part.

Vulnerability of Respondents. Faculty members of the school in Panabo City were not classified as a vulnerable population. However, reflecting on personal leadership practices or collaborative experiences may cause slight discomfort. To address this, the study uses non-intrusive survey questionnaires, and participants may skip any item they find sensitive or withdraw at any point without negative consequences.

Privacy and Confidentiality. The study prioritizes the privacy and confidentiality of all respondents. Data are anonymized, and no identifiable information appears in reports or analyses. All collected data are securely stored in password-protected files accessible only to the researcher. The study strictly follows data privacy guidelines to ensure that confidentiality is upheld throughout the research process.

Risk, Benefits, and Safety. The study poses minimal risk, as it involves only survey responses related to leadership skills and collaborative decision-making. Minor discomfort may occur when respondents reflect on professional behaviors or workplace interactions, but participation remains optional for every question. Benefits outweigh potential risks, as results may help improve leadership training, strengthen collaborative processes, and contribute to a healthier academic environment. Participants also gain access to summarized findings for personal learning and reflection.

Justice. The principle of justice was upheld by ensuring that all eligible faculty members of the school Panabo City have equal opportunity to participate in the study. Selection is impartial and free from discrimination. The dissemination of findings ensures that the benefits of the study are accessible to administrators, department heads, and faculty members alike.

Transparency. Transparency was maintained throughout the research process. Faculty members are informed of the study's objectives, procedures, benefits, and potential risks before participating. Administrators and academic leaders are periodically updated on the study's progress, and results are shared with stakeholders upon completion to support planning and institutional improvement.

Qualification of the Researcher. The researcher was a graduate of BSN in a private non-sectarian college school in Bukidnon, earned Education Units in a private non-sectarian college school in Panabo City. Gained years experience as the HR of the college and 8 years experience in classroom teaching in Tertiary level.Also she is trained in educational research and is grounded in ethical principles such as informed consent, confidentiality, and responsible data handling, ensuring that the study is conducted professionally and with due respect for all faculty members of the college in Panabo City. Beyond formal training, the researcher's competence is strengthened by rich personal experiences as a teacher, which provide practical insight into the realities of teaching and learning in the field. Engagement in continuous professional development activities has further enhanced the researcher's understanding of current educational practices and research trends.

Conflict of Interest. The researcher declared no conflict of interest in conducting this study in the college school in Panabo City. The study was carried out independently and remains free from personal, professional, or financial bias. Any potential conflict that may arise is immediately disclosed to participants and institutional stakeholders of the school to uphold integrity, transparency, and ethical research practice.

Adequacy of Facilities. Data collection was conducted in safe and conducive environments within the school in Panabo City, such as faculty lounges, offices, or secure online platforms. Proper tools, equipment, and secure data storage systems ensure comfort, accuracy, and confidentiality throughout the research process.

Community Involvement. The study values the engagement of the academic community of the college in Panabo City. The research aligns with institutional goals of strengthening leadership capacity and improving collaborative decision-making. Feedback from administrators, faculty members, and academic leaders were considered in refining the research instrument. Results are shared with stakeholders to guide programs that enhance teamwork, shared leadership, and effective institutional governance.

Results

The findings show that faculty members demonstrated a **high level of leadership skills** overall (M = 3.57, SD = 0.31). Strategic thinking obtained the highest mean (M = 3.69), followed by communication (M = 3.66), while interpersonal influence was rated moderate (M = 3.37). This suggests that faculty members are generally capable of planning, communicating, and supporting institutional goals, although influence-related skills may still be strengthened.

Collaborative decision-making was also rated **high** overall (M = 3.72, SD = 0.17). Among its dimensions, consensus building ranked highest (M = 3.81), followed by joint problem-solving (M = 3.74) and peer consultation (M = 3.60). These results indicate that faculty members frequently engage in shared discussions, collective problem-solving, and agreement-building.

Correlation results revealed a significant positive relationship between overall leadership skills and overall collaborative decision-making ($r = 0.554$, $p = 0.000$). Regression analysis further showed that leadership skills significantly predicted collaborative decision-making ($R^2 = 0.391$, $F = 8.972$, $p = 0.000$). Among the leadership dimensions, **strategic thinking emerged as the only significant predictor** ($\beta = 0.537$, $p = 0.001$), indicating that faculty members with stronger strategic thinking skills are more likely to engage effectively in collaborative decision-making.

Summary

The findings of the study were summarized as follows:

1. The summary of the level of leadership skills of faculty members showed an overall mean of 3.57 with a standard deviation of 0.31, interpreted as High. This indicated that faculty members generally demonstrated strong leadership skills. Strategic Thinking obtained the highest mean of 3.69, followed by Communication with 3.66, both described as High. Meanwhile, Interpersonal Influence had a mean of 3.37, interpreted as Moderate, which showed that this area still needed improvement. The overall findings showed that faculty members were stronger in strategic thinking and communication than in interpersonal influence.
2. The level of collaborative decision-making skills of faculty members revealed an overall mean of 3.72 with a standard deviation of 0.17, interpreted as High. This indicated that faculty members actively participated in collaborative decision-making processes. Among the dimensions, Consensus Building obtained the highest mean of 3.81, followed by Joint Problem-Solving with 3.74 and Peer Consultation with 3.60, all described as High. These findings showed that faculty members demonstrated strong collaboration in reaching agreements, solving problems collectively, and consulting with peers in decision-making processes.
3. The leadership skills and collaborative decision-making skills of faculty members had a significant positive relationship overall ($r = 0.554$, $p = 0.000$), which indicated that stronger leadership skills were associated with better collaborative decision-making. Overall leadership skills were significantly related to peer consultation ($r = 0.571$, $p = 0.000$). Among the dimensions, communication was significantly related to peer consultation ($r = 0.420$, $p = 0.004$) and overall collaborative decision-making ($r = 0.380$, $p = 0.009$). Interpersonal influence also showed significant relationships with peer consultation ($r = 0.410$, $p = 0.005$) and overall collaborative decision-making ($r = 0.393$, $p = 0.007$). Strategic thinking showed the strongest relationship with peer consultation ($r = 0.591$, $p = 0.000$), joint problem-solving ($r = 0.304$, $p = 0.040$), and overall collaborative decision-making ($r = 0.609$, $p = 0.000$).
4. The leadership skills significantly predicted the collaborative decision-making of the respondents, as reflected by the overall model ($R = 0.625$, $R^2 = 0.391$, $F = 8.972$, $p = 0.000$). This indicated that 39.1% of the variance in collaborative decision-making was explained by the dimensions of leadership skills. Among the dimensions, only strategic thinking significantly predicted collaborative decision-making ($\beta = 0.537$, $t = 3.733$, $p = 0.001$), which showed it as the strongest predictor. Communication ($\beta = 0.140$, $p = 0.359$) and interpersonal influence ($\beta = 0.025$, $p = 0.876$) did not significantly influence collaborative decision-making. These findings suggested that faculty members with stronger strategic thinking skills were more likely to demonstrate better collaborative decision-making.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The findings indicate that faculty members exhibit a generally strong level of leadership skills, with strategic thinking and communication rated high. These results suggest that faculty are capable of contributing effectively to planning and decision-making. In contrast, interpersonal influence is rated moderate, highlighting a need to strengthen relationships and collaboration. Faculty leadership is strong in strategic and communicative abilities but requires further development in interpersonal influence for more balanced performance.
2. The findings indicate that faculty members demonstrate a high level of collaborative decision-making. They actively engage in consensus building, joint problem-solving, and peer consultation, which reflect strong practices that support participatory governance and collective decision-making within the institution. Their collaborative behaviors foster a culture of shared responsibility and strengthen trust among colleagues. This suggests that the faculty are well-positioned to contribute meaningfully to institutional planning, problem-solving, and decision-making processes.
3. The findings indicate that leadership skills have a significant positive relationship with collaborative decision-making among faculty members. Strategic thinking emerges as the most influential dimension, which suggests that faculty members who demonstrate strong leadership abilities particularly in planning and vision-oriented thinking are more likely to actively participate in collaborative decision-making. In sum, the results highlight that enhancing leadership competencies can strengthen faculty engagement in shared governance and collective institutional decision-making.
4. The findings indicate that among the leadership skill dimensions, strategic thinking is the most critical predictor of collaborative decision-making. Communication and interpersonal influence do not significantly predict collaborative decision-making when considered together with strategic thinking. This suggests that faculty members' ability to think strategically plays a central role in guiding, influencing, and enhancing their participation in shared decision-making processes within the institution.

Recommendations

In light of the foregoing findings, the following recommendations are offered: The school administration may provide regular professional development programs focused on enhancing leadership skills, particularly strategic thinking. This may be achieved by organizing workshops, seminars, and mentoring programs that equip faculty with tools for effective planning, vision setting, and decision-making. Additionally, the administration may establish structured committees or task forces that allow faculty to practice shared governance and participate in institutional planning.

Deans of colleges may encourage faculty collaboration by promoting joint problem-solving and consensus-building activities within their departments. This may be achieved by facilitating regular meetings where faculty discuss departmental goals, address challenges collectively, and develop solutions as a team. Deans may also provide guidance and feedback on strategic initiatives to help faculty strengthen their decision-making capacity.

Faculty members may actively enhance their leadership competencies, especially strategic thinking, to contribute more effectively to collaborative decision-making. This may be achieved by engaging in professional development, peer mentoring, and reflective practices that improve planning, foresight, and solution-oriented thinking. They may also foster stronger interpersonal influence by practicing active listening, empathy, and open communication with colleagues.

Students may be involved in institutional projects or academic committees that require collaboration and decision-making. This may be achieved by creating student councils, research groups, or feedback panels that allow students to participate in discussions, contribute ideas, and understand collective problem-solving processes. Such engagement may enhance their leadership and collaborative skills while supporting institutional goals.

Future researchers may explore additional factors that influence collaborative decision-making, such as organizational culture, faculty motivation, or technological tools. This may be achieved by conducting longitudinal studies, mixed-methods research, or comparative analyses across institutions to provide deeper insights into faculty leadership and shared governance practices. Their findings may help design more effective leadership development programs and collaborative frameworks.

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