

Innovative Leadership Strategies in Enhancing Teacher Engagement

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ABSTRACT

This study investigated the innovative leadership strategies employed by school leaders in Basud District to enhance teacher engagement during the school year 2024-2025, focusing on collaborative school-based management, continuous professional development and training, technological integration and support, and mentorship and peer support practices. Using a quantitative descriptive-correlational design, data were gathered from all 260 elementary teachers through total enumeration, utilizing a researcher-made survey questionnaire on a 4-point Likert scale. Findings revealed that all leadership strategies were highly employed, with collaborative decision-making and technology integration receiving the highest ratings. Leadership practices were likewise rated as highly effective, particularly in fostering teamwork and strengthening professional commitment. Correlational analysis indicated a strong, significant positive relationship between innovative leadership strategies and teacher engagement ($p = .000$), with collaborative school-based management showing the strongest association. Challenges identified included time constraints, limited financial resources, unstable internet connectivity, and insufficient time for mentorship. These results underscore the crucial role of innovative leadership in enhancing cognitive, emotional, and social teacher engagement, though resource limitations hinder full implementation. The study concludes that innovative leadership strategies significantly enhance teacher engagement and proposes Project T.E.A.M. (Teachers Engaged in Action and Management) as a capacity-building intervention to reinforce collaboration, professional development, technology integration, and mentorship among teachers in the district.

Keywords: Innovative leadership strategies, professional development, school-based management, teacher engagement, technological integration

INTRODUCTION

Globally, innovative leadership strategies have evolved significantly, with research linking them to improved teacher performance and engagement. Webber et al. (2023) highlight the impact of both formal and informal teacher leadership on school culture, professional development, and school improvement, showing how teacher leaders foster collaboration, peer learning, and resource sharing to support professional growth and student outcomes.

As teachers face increasingly complex roles that require subject expertise, adaptability, and technological competence, leadership approaches such as transformational and instructional leadership have proven effective in promoting collaboration, professional development, and teacher input (Emerald Insight, 2023). Tailored professional development further enhances engagement and satisfaction, as teachers involved in decision-making and supported continuously are more motivated and effective, positively influencing student outcomes (Smith and Doe, 2019).

In the Philippines, several policy frameworks support innovative leadership for teacher engagement. The Excellence in Teacher Education Act (RA 11713) strengthens teacher training and continuous professional education, while the Basic Education Development Plan (BEDP 2030) emphasizes teacher empowerment and transformative leadership. The National Educators Academy of the Philippines (NEAP) also plays a key role in leadership development through structured professional support.

Complementing these, the Enhanced Basic Education Act of 2013 (RA 10533) underscores professional development and innovative practices, while DepEd Order No. 24, s. 2020 institutionalizes the Philippine

Professional Standards for School Leaders (PPSSH), ensuring leaders promote teacher engagement and academic improvement.

Within Basud District, challenges such as resource limitations, heavy workloads, and limited professional development opportunities affect teacher morale and effectiveness. Despite these constraints, several schools excel through strong leadership that motivates and engages teachers. This study therefore seeks to identify the most effective innovative leadership strategies in the district, contributing to literature and offering practical insights for school leaders. The findings are expected to benefit administrators, teachers, and institutions by providing evidence-based strategies to enhance teacher engagement.

METHODOLOGY

This study employed a quantitative approach using a descriptive-correlational research design to examine the relationship between innovative leadership strategies and teacher engagement in Basud District. The respondents were 260 elementary school teachers in Basud District during the 2024–2025 academic year, selected through total enumeration to ensure complete population coverage. Teachers with varying positions, educational backgrounds, and years of service were included, ensuring diverse perspectives on leadership practices and their influence on engagement.

Data were gathered using a researcher-made survey questionnaire aligned with the Philippine Professional Standards for School Heads. The instrument had three parts: indicators of innovative leadership strategies, indicators of their effectiveness on teacher engagement, and a checklist of challenges encountered. Items were rated on a 4-point Likert scale. The tool underwent validation by head teachers and master teachers, a pilot test with 20 teachers from another district, and reliability testing, which produced a Cronbach’s alpha above 0.7, confirming its internal consistency.

For data analysis, weighted mean determined the extent and effectiveness of leadership strategies, Pearson’s correlation coefficient measured relationships between leadership practices and engagement, and percentages identified challenges. Data were processed using IBM SPSS version 21.

RESULTS AND DISCUSSION

Innovative Leadership Strategies Employed by School Leaders to Enhance Teacher Engagement. Tables 1-4 shows the level of employment of innovative leadership strategies in terms of collaborative school-based management, continuous professional development and training, technological integration and support, mentorship and peer support practices.

Collaborative School-Based Management. Table 1 reveals that among the innovative leadership strategies under collaborative school-based management, the highest-rated indicator was “involve teachers in the decision-making process within the school” with a weighted mean of 3.64, interpreted as highly employed, highlighting the importance of shared responsibility in boosting teacher morale and engagement. The lowest-rated indicators, “encourage collaborative planning sessions among teaching staff” and “regularly consult teachers on policies affecting classroom practices,” both scored 3.58, still within the highly employed range but suggesting areas that need further strengthening. The overall weighted mean of 3.61, also interpreted as highly employed, indicates that school leaders actively implement collaborative practices that make teachers feel included, valued, and motivated, thereby fostering trust, teamwork, and shared responsibility in improving teaching and learning.

Table 1. Innovative Leadership Strategies Employed by School Leaders in terms of Collaborative School-Based Management

Indicators	Weighted Mean	Interpretation
Involve teachers in the decision-making process within the school.	3.64	HE
Encourage collaborative planning sessions among teaching staff.	3.58	HE

Foster partnerships with parents and community members to support school initiatives.	3.62	HE
Create a supportive environment where teachers share responsibilities in school management.	3.60	HE
Regularly consult teachers on policies affecting classroom practices.	3.58	HE
Overall Weighted Mean	3.61	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - Highly Employed (HE)
- 2.50-3.24 - Moderately Employed (ME)
- 1.75-2.49 - Rarely Employed (RE)
- 1.00-1.74 - Not Employed (NE)

Continuous Professional Development and Training. Table 2 shows that the highest-rated indicator was “encourage teachers to attend external workshops and seminars for professional growth” with a weighted mean of 3.65, interpreted as highly implemented, underscoring strong support for external learning opportunities and teacher development. The lowest-rated indicator, “allocate time and resources to support the continuous learning of my teachers,” obtained 3.51, still highly implemented but pointing to a gap between verbal encouragement and the actual provision of resources such as adjusted teaching loads, internet access, or training funds. The overall weighted mean of 3.56, also highly implemented, indicates that school leaders actively promote continuous professional development through seminars, workshops, and school-based learning opportunities, though the level of accessibility and consistency varies across schools.

Table 2. Innovative Leadership Strategies Employed by School Leaders in terms of Continuous Professional Development and Training

Indicators	Weighted Mean	Interpretation
Provide regular training opportunities to enhance teaching skills among my staff.	3.58	HE
Encourage teachers to attend external workshops and seminars for professional growth.	3.65	HE
Allocate time and resources to support the continuous learning of my teachers.	3.51	HE
Support teachers in pursuing advanced studies or certifications for career advancement.	3.52	HE
Organize in-school training sessions to address current educational trends and challenges.	3.56	HE
Overall Weighted Mean	3.56	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - Highly Employed (HE)
- 2.50-3.24 - Moderately Employed (ME)

1.75-2.49 - Rarely Employed (RE)

1.00-1.74 - Not Employed (NE)

Technological Integration and Support. Table 3 reveals that the highest-rated indicator, “promote the integration of technology to improve classroom interactions and learning outcomes,” obtained a weighted mean of 3.62, interpreted as highly employed, showing that school leaders are proactive in leveraging digital tools to enhance teaching and student engagement.

Table 3. Innovative Leadership Strategies Employed by School Leaders in terms of Technological Integration and Support

Indicators	Weighted Mean	Interpretation
Ensure that the necessary technology is available for effective teaching and learning.	3.53	HE
Provide technical support when teachers use digital tools and resources.	3.50	HE
Offer training on new educational technologies to keep staff up-to-date.	3.40	HE
Encourage the use of digital platforms to enhance teaching effectiveness and student engagement.	3.55	HE
Promote the integration of technology to improve classroom interactions and learning outcomes.	3.62	HE
Overall Weighted Mean	3.52	HE

Rating Scale: Descriptive Interpretation:

3.25-4.00 - Highly Employed (HE)

2.50-3.24 - Moderately Employed (ME)

1.75-2.49 - Rarely Employed (RE)

1.00-1.74 - Not Employed (NE)

The lowest-rated indicator, “offer training on new educational technologies to keep staff up-to-date,” scored 3.40, also highly employed but reflecting a need for stronger emphasis on continuous professional development to ensure teachers are confident and well-equipped in using technology. The overall weighted mean of 3.52, likewise highly employed, indicates that school leaders are effectively incorporating technology integration and support into their leadership strategies, though sustained training opportunities remain an area for improvement.

Mentorship and Peer Support Practices. Table 4 shows that the highest-rated indicator, “support collaborative teaching practices and the sharing of lesson plans and strategies,” with a weighted mean of 3.61 interpreted as highly employed, highlights school leaders’ strong commitment to fostering teamwork and shared professional growth. The lowest-rated indicator, “mentoring programs that pair new teachers with experienced mentors,” obtained a weighted mean of 3.52, also highly employed but indicating that structured mentoring systems may not be consistently implemented across schools. The overall weighted mean of 3.57, likewise highly employed, suggests that mentorship and peer support are effectively promoted as part of innovative leadership strategies, though formal and systematic mentoring programs remain an area for further development.

Table 4. Innovative Leadership Strategies Employed by School Leaders in terms of Mentorship and Peer Support Practices

Indicators	Weighted Mean	Interpretation
Mentoring programs that pair new teachers with experienced mentors.	3.52	HE
Encourage peer observation and constructive feedback among teachers.	3.57	HE
Support collaborative teaching practices and the sharing of lesson plans and strategies.	3.61	HE
Provide opportunities for team teaching and co-planning among teachers.	3.55	HE
Recognize and encourage informal peer support networks to strengthen staff collaboration.	3.58	HE
Overall Weighted Mean	3.57	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - Highly Employed (HE)
- 2.50-3.24 - Moderately Employed (ME)
- 1.75-2.49 - Rarely Employed (RE)
- 1.00-1.74 - Not Employed (NE)

Level of Effectiveness of the Innovative Leadership Practices in Enhancing Teacher Engagement. To serve as basis in improving teacher engagement, the school leaders’ innovative leadership practices were evaluated, as presented in tables 5-8, focusing on the four indicators.

Collaborative School-Based Management. Table 5 presents the level of effectiveness of innovative leadership practices in collaborative school-based management, with the highest-rated indicator, “encourages teamwork and exchange of ideas, improving teaching strategies and classroom outcomes,” obtaining a weighted mean of 3.61 interpreted as highly effective. This reflects the importance of fostering teamwork through platforms such as Learning Action Cell sessions, departmental meetings, or co-planning activities, which allow teachers to exchange strategies, share challenges, and collaboratively improve instructional materials. On the other hand, the lowest-rated indicator, “teachers feel more valued and motivated, leading to higher commitment and innovative teaching approaches,” received a mean of 3.57, also highly effective but suggesting the need for stronger efforts in boosting teacher morale and recognition. The overall weighted mean of 3.59, likewise highly effective, shows that collaborative school-based management is a key innovative leadership strategy that strengthens collegial relationships, enhances instructional practices, and builds teacher confidence, though greater emphasis on teacher motivation and recognition could make its impact even more sustainable.

Table 5. Level of Effectiveness of the Innovative Leadership Practices in terms of Collaborative School-Based Management

Indicators	Weighted Mean	Interpretation
Teachers feel more valued and motivated, leading to higher commitment and innovative teaching approaches.	3.57	HE

Encourages teamwork and exchange of ideas, improving teaching strategies and classroom outcomes.	3.61	HE
Provides additional support and resources, fostering a positive and inclusive teaching environment.	3.59	HE
Enhances a sense of ownership and accountability among teachers, boosting their engagement and dedication.	3.58	HE
Empowers teachers to implement policies effectively, increasing satisfaction and involvement in teaching processes	3.60	HE
Overall Weighted Mean	3.59	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - *Highly Effective (HE)*
- 2.50-3.24 - *Moderately Effective (ME)*
- 1.75-2.49 - *Somewhat Effective (SE)*
- 1.00-1.74 - *Not Effective (NE)*

Continuous Professional Development and Training. Table 6 presents the effectiveness of innovative leadership practices in continuous professional development and training, with the highest-rated indicator, “improves teaching techniques, boosting confidence and enthusiasm in the classroom,” obtaining a weighted mean of 3.64, interpreted as highly effective. This shows that school leaders actively prioritize enhancing teaching strategies through initiatives such as INSET, LAC sessions, and pedagogical workshops on differentiated instruction, 21st-century skills, and digital integration, which build teacher confidence and enthusiasm in applying innovative approaches. Meanwhile, the lowest-rated indicator, “assessing needs collaboratively ensures that professional development is relevant and tailored to teachers’ requirements,” scored 3.58, also highly effective, but suggesting the need for more participatory planning to ensure training aligns with teachers’ real needs. While professional development is provided regularly, its relevance could be strengthened through needs assessments, focus groups, or teacher-led goal setting. The overall weighted mean of 3.61, likewise highly effective, indicates that innovative leadership practices in professional development are contributing significantly to teacher growth, instructional quality, and motivation, though greater customization would maximize their impact.

Table 6. Level of Effectiveness of the Innovative Leadership Practices in terms of Continuous Professional Development and Training

Indicators	Weighted Mean	Interpretation
Improves teaching techniques, boosting confidence and enthusiasm in the classroom.	3.64	HE
Broadens perspectives and introduces innovative strategies, leading to more dynamic teaching.	3.61	HE
Demonstrates institutional support, fostering a commitment to personal and professional growth.	3.62	HE
Encourages long-term career goals, increasing motive and dedication to	3.62	HE

teaching.		
Assessing needs collaboratively ensures that professional development is relevant and tailored to teachers' requirements.	3.58	HE
Overall Weighted Mean	3.61	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - Highly Effective (HE)
- 2.50-3.24 - Moderately Effective (ME)
- 1.75-2.49 - Somewhat Effective (SE)
- 1.00-1.74 - Not Effective (NE)

Technological Integration and Support. Table 7 shows the effectiveness of innovative leadership practices in technological integration and support, with the indicators “feel encouraged to take on additional responsibilities and engage more deeply in the teaching profession” and “interactions with students have become more meaningful due to the supportive leadership of the school leaders” both receiving the highest weighted mean of 3.60, interpreted as highly effective. This highlights how supportive leadership in technology use not only streamlines classroom instruction but also empowers teachers to assume roles such as ICT coordinators, digital content creators, or blended learning facilitators, thereby deepening their professional engagement. In contrast, the lowest-rated indicator, “the strategies employed by the school leaders have encouraged me to pursue continuous development,” obtained a mean of 3.55, also highly effective but pointing to the need for leaders to foster more sustained professional learning opportunities in the digital shift. While access to tools and training is provided, more structured pathways such as mentoring, long-term certification, or peer-led digital workshops would sustain teacher growth and maximize the benefits of technological innovation. The overall weighted mean of 3.58, likewise highly effective, affirms that innovative leadership in technological integration significantly enhances teacher motivation, classroom experiences, and long-term adaptability.

Table 7 Level of Effectiveness of the Innovative Leadership Practices in terms of Technological Integration and Support

Indicators	Weighted Mean	Interpretation
The leadership strategies of the school leaders have enhanced motivation to participate actively in teaching tasks.	3.60	HE
More inspired to implement creative and new ideas in teaching because of the leadership in the school.	3.56	HE
Feel encouraged to take on additional responsibilities and engage more deeply in teaching profession because of the school leaders' strategies.	3.60	HE
Interactions with students have become more meaningful due to the supportive leadership of the school leaders.	3.60	HE
The strategies employed by the school leaders have encouraged me to pursue continuous development.	3.55	HE
Overall Weighted Mean	3.58	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - *Highly Effective (HE)*
- 2.50-3.24 - *Moderately Effective (ME)*
- 1.75-2.49 - *Somewhat Effective (SE)*
- 1.00-1.74 - *Not Effective (NE)*

Mentorship and Peer Support Practices. Table 8 presents the effectiveness of innovative leadership practices in terms of mentorship and peer support, with the highest-rated indicator, “the leadership strategies in the school have strengthened teachers’ commitment as an educator,” obtaining a weighted mean of 3.64, interpreted as highly effective. This suggests that mentorship initiatives, recognition systems, and coaching programs led by school leaders are strengthening teachers’ sense of purpose and dedication, creating an empowering environment where educators feel valued and motivated.

Table 8 Level of Effectiveness of the Innovative Leadership Practices in terms of Mentorship and Peer Support Practices

Indicators	Weighted Mean	Interpretation
The leadership strategies in the school have strengthened teachers’ commitment as an educator.	3.64	HE
Feel more committed to collaborating with colleagues due to my school leaders’ innovative strategies.	3.56	HE
More motivated to balance the work and personal life because of the leadership practices at the school.	3.58	HE
The school leaders’ approach has improved teacher’s enthusiasm and emotional connection to my work.	3.59	HE
Experience greater job satisfaction as a result of the innovative leadership strategies employed by the school leaders.	3.57	HE
Overall Weighted Mean	3.59	HE

Rating Scale: Descriptive Interpretation:

- 3.25-4.00 - *Highly Effective (HE)*
- 2.50-3.24 - *Moderately Effective (ME)*
- 1.75-2.49 - *Somewhat Effective (SE)*
- 1.00-1.74 - *Not Effective (NE)*

In contrast, the lowest-rated indicator, “feel more committed to collaborating with colleagues due to my school leaders’ innovative strategies,” received a mean of 3.56, still highly effective but indicating the need for stronger efforts to intentionally build a culture of collaboration. While practices such as Learning Action Cell (LAC) sessions exist, they may often be limited to compliance rather than meaningful professional exchanges, highlighting the importance of more structured systems such as peer observation, professional learning communities, or co-teaching initiatives that can promote authentic collegial support. The overall weighted mean of 3.59, likewise interpreted as highly effective, affirms that innovative leadership practices in mentorship and peer support are significantly enhancing teacher commitment and collaboration, ultimately fostering stronger professional identity, reducing isolation, and improving instructional quality across the school.

Relationship between the Innovative Leadership Strategies Employed by the School Leaders and the Level of Effectiveness on Enhancing Teacher Engagement. Table 9 reveals a statistically significant relationship between innovative leadership strategies and teacher engagement, with Pearson correlation coefficients ranging from .612 to .750, all significant at the 0.01 level ($p = .000$). Collaborative school-based management recorded the strongest correlation ($r = .750$), underscoring the impact of involving teachers in decision-making, which not only promotes teamwork but also enhances instructional outcomes. Technological integration and continuous professional development also showed a strong positive correlation ($r = .713$), demonstrating how access to digital tools and structured training opportunities improves teaching practices, classroom interactions, and teacher confidence.

Table 9 Test for Significant Relationship between the Innovative Leadership and the Level of Effectiveness on Enhancing Teacher Engagement

Innovative Leadership Strategies	Level of Effectiveness							
	Collaborative School-Based Management		Continuous Professional Development and Training		Technological Integration and Support		Mentorship and Peer Support Practices	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Collaborative School-Based Management	.750**	.000	.647**	.000	.709**	.000	.659**	.000
Continuous Professional Development and Training	.732**	.000	.644**	.000	.681**	.000	.650**	.000
Technological Integration and Support	.735**	.000	.713**	.000	.692**	.000	.646**	.000
Mentorship and Peer Support Practices	.730**	.000	.612**	.000	.693**	.000	.675**	.000

****Correlation is Significant @ 0.01**

The highest-rated indicators—encouraging attendance at external workshops (mean = 3.65), promoting technology use (mean = 3.62), and fostering meaningful student interactions (mean = 3.60)—affirm that supportive leadership directly strengthens teacher growth and engagement. While mentorship and peer support showed the lowest correlation ($r = .612$), the relationship remained significant, suggesting that peer coaching and collaboration remain vital but require more intentional structures to maximize impact. With these findings, the null hypothesis is rejected, confirming that innovative leadership strategies are significantly associated with higher teacher engagement. The results further emphasize that collaborative, teacher-centered leadership fosters professional ownership, motivation, and instructional improvement, ultimately contributing to better student outcomes.

Challenges Encountered by the Respondents in Enhancing Teacher Engagement. Tables 10-13 presents the findings on the challenges encountered by the respondents in enhancing teacher engagement along the aforementioned indicators.

Collaborative School-Based Management. The data in Table 10 indicates that while collaborative school-based management is being practiced, teachers continue to face practical challenges that may hinder its full potential. The most frequently reported concern, conflict with workload and time management (88 responses), underscores the difficulty many educators experience in balancing collaborative responsibilities with instructional and

administrative tasks. Without deliberate scheduling and support, collaboration may be perceived as an additional burden rather than a beneficial practice. This highlights the need for structured planning periods, realistic workload distribution, and provision of additional support mechanisms to ensure collaboration strengthens rather than strains teacher engagement. Conversely, the least cited issue, insufficient support or encouragement from school leadership (35 responses), suggests that most teachers feel adequately supported by their administrators in collaborative initiatives. This serves as a positive foundation on which school leaders can further build by adopting proactive measures such as allocating dedicated time for peer collaboration and developing strategies that ease workload pressures.

Table 10 Challenges Encountered in Innovative Strategies in terms of Collaborative School-Based Management

Indicators	Frequency	Rank
Limited opportunities for involvement in decision-making.	71	4
Lack of communication or information transparency	76	2
Unclear roles and responsibilities in the management process	72	3
Insufficient support or encouragement from school leadership	35	7
Conflict with workload and time management.	88	1
Lack of recognition for contributions	38	6
Resistance to change or collaborative practices among colleagues.	40	5

Continuous Professional Development and Training. As presented in Table 11, professional development remains a recognized priority but is constrained by resource limitations. The most commonly cited challenge, insufficient financial resources (117 responses), highlights funding as the primary barrier to providing sustained and high-quality training opportunities. Budget limitations often result in irregular, narrowly focused, or low-cost training initiatives that fall short of comprehensively supporting teacher growth and instructional improvement. On the other hand, the least reported challenge, lack of proper planning or scheduling (32 responses), indicates that logistical arrangements are relatively manageable in many schools. This suggests that if adequate funding were secured, existing organizational structures could support more effective and consistent professional development delivery. Addressing financial constraints, therefore, becomes crucial for enhancing teachers' continuous learning, ensuring access to robust training programs, and ultimately strengthening classroom practice.

Table 11 Challenges Encountered in Innovative Strategies in terms of Continuous Professional Development and Training

Indicators	Frequency	Rank
Lack of time due to workload.	96	2
Insufficient financial resources.	117	1
Topics not relevant to current teaching needs.	34	6
Limited availability of training opportunities.	63	3
Lack of proper planning or scheduling.	32	7

Inadequate resources for practical application.	37	5
Poor follow-up or support after training sessions.	60	4

Technological Integration and Practices. The data from Table 12 highlights that while schools are striving to implement innovative strategies in technological integration, infrastructure remains a key obstacle. The most reported challenge, unreliable or slow internet (93 responses), underscores the need for stable connectivity to support effective use of digital tools in teaching. Without it, even well-designed tech strategies may fail. In contrast, the least cited issue, incompatibility between school systems and teaching needs (28 responses), suggests most schools have structures aligned with instructional needs. Strengthening internet access is key to maximizing the impact of educational technology.

Table 12 Challenges Encountered in Innovative Strategies in terms Technological Integration and Practices

Indicators	Frequency	Rank
Limited access to devices (e.g., computers, tablets, projectors)	70	2
Unreliable or slow internet connection.	93	1
Lack of training or skills in using technological tools.	68	3
Resistance to adopting new technology in teaching.	34	6
Poor availability of technical support.	36	5
Lack of time to explore or integrate technology effectively.	66	4
Incompatibility between school systems and teaching needs.	28	7

Mentorship and Peer Support Practices. Table 13 reveals that the most reported challenge in implementing technological integration is the lack of time for regular meetings (75 responses). This constraint significantly limits opportunities for teachers to collaborate, exchange ideas, and share effective practices that could enhance the use of technology in the classroom. Without regular and structured time for planning, even well-intentioned strategies may fall short of achieving their full potential. On the other hand, the least reported challenge is ineffective communication among participants (35 responses), which suggests that when collaboration does occur, it is generally productive and meaningful. These findings highlight that while teachers are capable of communicating effectively, the absence of sufficient time for regular collaboration hinders the consistent integration of innovative practices.

Table 13 Challenges Encountered in Innovative Strategies in terms Mentorship and Peer Support Practices

Indicators	Frequency	Rank
Lack of time for regular meetings.	75	1
Poor or ineffective matching of mentor-mentee pairs.	57	3
Lack of structure or guidelines for mentoring programs.	71	2
Unclear expectations or objectives for peer support practices.	43	5
Resistance or lack of interest from colleagues.	39	6

Lack of administrative support for mentorship initiatives.	45	4
Ineffective communication among participants.	35	7

Proposed Intervention to Improve School Leaders’ Innovative Leadership Strategies to Enhance Teacher Engagement. The study revealed that collaborative School-Based Management (SBM) strategies showed the strongest correlation with teacher engagement, as teacher involvement in decision-making fostered collaboration, idea-sharing, and improved classroom outcomes, though limited attention was given by school leaders to collaborative planning sessions and consultation on policies. To address this, the proponent introduces Project T.E.A.M. (Teachers Engaged in Action and Management), a capacity-building initiative designed to strengthen teacher participation in SBM by fostering collaborative leadership strategies, providing support in curriculum planning, and producing contextualized action plans. Implemented through a two-day training-workshop during School Learning Action Cell (SLAC) sessions, the project will combine plenary lectures on curriculum and instruction with breakout group action planning, later integrated into school improvement plans. By promoting shared governance and amplifying teacher voice, Project T.E.A.M. aims to build inclusive and innovative school communities, sustained through continuous monitoring and coaching.

CONCLUSIONS

Based on the obtained results, the researcher formulated the following conclusions.

1. All parameters are rated as highly employed, reflecting consistent and effective of innovative leadership strategies across key areas. However, school leaders can further enhance impact encouraging collaborative planning sessions among teaching staff and regularly consulting teachers on policies affecting classroom practices.
2. All leadership practices across the four domains are rated as highly effective, with the highest levels of impact observed in fostering teamwork, supporting long-term growth, and strengthening professional commitment. Minor gaps remain in tailoring professional development, reinforcing tech-related continuous learning, and deepening peer collaboration.
3. Innovative leadership strategies are significantly associated with higher levels of effectiveness in promoting teacher engagement. This underscores the importance of strategic, integrated leadership approaches in cultivating a motivated, collaborative, and professionally growing teaching workforce.
4. While innovative leadership strategies are actively being implemented in schools, several practical challenges continue to hinder their full effectiveness. Time constraints, funding limitations, and infrastructure issues are key barriers to the full implementation of innovative leadership strategies. Addressing these challenges, particularly by providing scheduling support, improving resource allocation, and enhancing technological infrastructure, can significantly strengthen the overall impact of school leadership practices.
5. Project T.E.A.M. (Teachers Engaged in Action and Management) serves as a strategic response to the need for more inclusive and innovative leadership practices in schools. By reinforcing collaboration, support, and engagement, the project empowers both school heads and teachers to work together in shaping meaningful and responsive educational programs. Through structured training, action planning, and sustained implementation, the initiative fosters a culture of shared leadership and continuous improvement. With teachers actively involved in school-based decision-making and curriculum development, the project not only addresses existing leadership gaps but also promotes a more dynamic, accountable, and learner-centered school environment.

RECOMMENDATIONS

Based on the obtained results, the researcher formulated the following recommendations.

1. For school heads, it is recommended to institutionalize collaborative leadership practices by actively involving teachers in school decision-making and organizing regular collaborative planning sessions. This approach not only empowers teachers but also fosters a more inclusive and responsive school environment.

2. School leaders may strengthen support for continuous professional development by allocating sufficient funds, time, and resources for both internal and external training opportunities. Regular needs assessments should be conducted to ensure that professional development activities are relevant and tailored to teachers' evolving needs. In the area of technological integration, school heads must work to improve digital infrastructure, such as ensuring stable internet connectivity and access to updated tools, while also providing structured and ongoing training on the effective use of educational technologies.
3. School leaders may establish formal mentorship programs, pairing experienced mentors with new or struggling teachers to build a strong culture of peer support and professional growth.
4. School heads in Basud District may adopt and fully implement Project T.E.A.M. as a strategic initiative to reinforce shared leadership, teacher engagement, and collaborative school improvement efforts.
5. Teachers may take an active role in collaborative initiatives by contributing to decision-making processes, participating in planning sessions, and sharing best practices with peers.
6. Teachers may pursue continuous professional growth by attending relevant training sessions and taking ownership of their learning needs. In terms of technology, teachers should integrate digital tools into their instructional practices and seek support or training when necessary to enhance their competence.
7. Future researchers may examine the sustained impact of innovative leadership strategies on teacher performance and student outcomes. Replicating the study across various educational settings, including rural, urban, and secondary schools, would provide a broader understanding of its applicability. They may investigate the impact of technological infrastructure gaps on teaching and learning to offer valuable insights for policy and program development. Finally, evaluating the implementation and outcomes of Project T.E.A.M. could provide evidence on its effectiveness and inform future iterations or expansions of the initiative.

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