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## Collegiality in the Organizational Work of Students and their Reflective Expressions of the School Values: An Ethnographic Study

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### ABSTRACT

This study aims to describe collegiality in the organizational work of students and their expressions of the school's core values. Through a realist ethnographic approach to inquiry, It intends to generate a holistic portrait of that shared culture from the emic experiences of the eight (8) student leaders as participants of this study coming from a Marist School in the Philippines. Participant observation and in-depth interviews were utilized as data-gathering methods. Several themes emerged to characterize collegiality in the organization work of students: Establishing and Nurturing the ties; School Identity and Values Influencing their Relationship; Collegial-Interactions as Reflective of the School Values; and Instinctive Act of Sharing with the Work to Accomplish. The study provides a portrait of the student leaders of a Marist school on how they manifest collegial interaction in the organizational work and how school core values are expressed in their interactions. It is affirming that student leaders in this university manifest collegiality uniquely and positively by not only manifesting it on the work-level relationship but instead it develops into a more personalized level of relating and connecting with each other.

### INTRODUCTION

Collegiality is one of the most important factors in determining the quality of a school. It is assumed that the task of developing collegiality may be integral to the task of improving schools. Collaboration appears to be the unifying theme that characterized many of the new developments in the successful schools of the 1990s. Even the recent literature on school improvement has also shown that the most promising strategy for sustained, substantive school improvement is developing the ability among school personnel to function as professional collegial communities (Shah, 2012). In this study, collegiality is seen from the lenses of students and student leaders working in campus organizations as officers and leaders. Everyone is part of any organization, so as every student is part of any organization, and belonging to an organization entails being part of a culture. Various studies and literature have already defined the concept of collegial leadership as manifested by leaders in organizations. Collegiality is commonly

understood as collaborative leadership expressed through behaviors, communication, and a set of beliefs of leaders that sustain collaborative processes and forces.

Bush (2003) as cited by Shrifian (2011) explains in his model of collegial leadership that power and decision-making are shared with the members of the organization. The model further assumes that organizations determine policies and make decisions through a process of discussion leading to consensus. In the same article, Brundrett (1998) cited by Shrifian (2011) further explained that collegial models assume a common set of values held by members of the organization which guide the managerial activities of the organization and are thought to lead to shared educational objectives and the importance of “shared vision” as a basis for collegial decision- making. Krajnc & Zuljan (2019) shared in their study that collegial cooperation among colleagues has a significant contribution to the development of every member.

The collegial model of organizational behavior refers to a group of people sharing a common goal and is related to teamwork. The basis of the collegial model is teamwork in which everyone works as a peer or colleague. In this model, the leader works to develop a better team and acts as a mutual contributor, a coach, and a guide, who directs the team members to perform well rather than his own performance and not as a boss. The psychological result of this approach is that the members feel a sense of self-discipline as they own the responsibility for the work. This condition makes them feel that they are important and hold a place in the organization. Therefore they are inspired towards performing better in their workplace (Chauhan, 2021). Moreillon (2019) explained how collegiality and teamwork become essential in the context of work. To say that there is collegiality, members of the organization see each other as companions or equals sharing and cooperating for their collective goals. In other words, there is an atmosphere of friendship, caring, and respect for one another (Mooney, et. al 2012). Teamwork implies that colleagues work collectively effectively and efficiently to accomplish a task. The members of the organizations contribute to the achievement of the goal and everyone will share on the 'credit' for the outcome. Mooney (2012) further defined collegial leadership as a process that involved leaders systematically, but informally relating to persons and groups of equivalent authority in a different area for the betterment of the organization to advance a mutual mission. It involves individuals who possess the skills, and abilities to effectively interact with colleagues. Similarly, Singh (2013) also emphasized that collegiality forms the backbone of shared leadership. As a social skill, leadership makes people respect and follow others. Similarly, engagement in co-production influences the ability to materialize collegiality at work (Denie et al., 2019).

While it is agreeable that collegiality is a difficult concept to define and still more difficult a concept to translate to practice as an effective tool to measure desired performance (Schmidt, et al., 2017), in this study, the intention is to relate how this collegial model of leadership has become apparent as expressed by the student leaders working in the campus organizations in the

university. It aims to explain how this understanding of the collegial model of leadership and supportive model relates to Marist culture/education such as in articulating the values of family spirit, presence, and love of work which are seemingly related to collegiality. Ribiere & Sitar (2019) describes the role of leadership in the implementation and facilitation of knowledge management activities. Leadership is particularly important for organizations willing to 'evolve' their culture to a knowledge-supporting culture. In this sense, this knowledge-supporting culture may refer to the understanding and meaning developed by every member of the organizations concerning the Marist culture. The student leaders of the university may have understood the Marist ideals or traditions because they have probably been conditioned to understand and live the values through the different orientations and formation activities given to them. However, what really is the dynamics in student organizations when it comes to collegial interactions? How do Marist student leaders experience collegial support in the actual work in the organization? Based on a study, student organization impacts students' feeling of belongingness and sense of community in the organization but with different levels of manifestations (Gieg et. al, 2016). Here, organizations are similarly understood as a "process for social action" in which individuals voluntarily engaged in the work of the organization to accomplish its purpose (Menard, 2014). This research study intends to describe the collegial interaction manifested and lived by the student leaders in one Marist School in the Philippines.

Marist School is a Catholic educational community established by the Marist Brothers Inspired by the Blessed Virgin Mary and St. Marcellin Champagnat's love for Jesus and his Gospel. The Marist Brothers of the Schools (FMS), commonly known as the Marist Brothers, is a congregation of men who devoted their lives to Christian education throughout the world, running Catholic schools or otherwise for the training and guidance of youth. It was founded in France in 1817 by Saint Marcellin Champagnat, who realized the values of Catholic Education in schools wherein God, the Blessed Virgin, Catholic Doctrine, and morality are part of the daily program. Marist is an identity of educators, students, and alumni who

have been part of the mission for education by the Marist Brothers a religious congregation that is founded by Marcellin Champagnat, a priest from France. Champagnat is the Patron Saint of the university.

The Marist identity was introduced as ideals to which all Marists, students and adults alike, should commit. The Pillars are Presence which refers to caring for each other, seeking relationships founded on love, and being attentive and welcoming with a sense of openness. Simplicity is being straightforward and genuine, humble and modest, and 'doing good quietly'. Family Spirit refers to relating to each other as members of a loving family, building community, offering the warmth of welcoming, acceptance, and belonging, sharing our successes and failures, and setting clear standards of honesty, mutual respect, and tolerance. *Love of Work...* being generous of heart, constant, and persevering in our daily work, confident, visionary, decisive in meeting the needs of our community and encouraging each other to discover the dignity of our work with young people and with each other and *In the Way of Mary...* seeing Mary as a perfect model of being Marist, tender, strong, constant in faith, open to God's calling us to our own journey of discipleship (The International Marist Education Commission, 1998).

Notre Dame of Marbel University as the setting of this study is a Marist anchors its faith and life on the following core values as foundational qualities with which the Marist Brothers, Mission Partners, and students approach the entire educational process and academic atmosphere of the University. *Family Spirit* refers to the relationship premised on love and expressed in a style that Marcellin called "family spirit." Akin to the characteristic of a good family are a warmth of welcome, acceptance, belongingness, and authentic concern which should prevail where everyone has a sense of being valued and believed in, regardless of their role or their social standing. *Marian* is attributed to Mary as the perfect model of the Marist Educator, as she was for Marcellin. As a woman, a layperson, and Jesus' first follower, she is the inspiration in living out personal faith and the virtue of simplicity. *Love of work* implies a cheerful and careful preparation of all the things one does. It values the dignity of work as a powerful means of self-fulfillment, of giving purpose and

meaning to life, and of contributing to the general economic, social and cultural well-being. *Preference for the least favored* is to be with those who are excluded from the mainstream of society, and those whose material poverty leads to deprivation in relation to health, family life, schooling, and educational values. *Quality education* is characterized as holistic where students are progressively initiated into their life-long challenge of harmonizing faith, culture and life. *Integrity of Creation* speaks about "Respect for the value of life" and "care for the mother earth" are two major themes in valuing the integrity of creation. It upholds life-giving values and promotes stewardship of the earth. *Culture sensitivity* means openness and respect to the different culture of peoples. It promotes dialogue as a way of enhancing unity in diversity. On the individual level, it is a communication between two persons with different views, different values and traditions, to learn from each other in order for them to change and grow.

This study aims to describe collegiality in the organization work of students and their expressions of the school core values through a realist ethnographic approach to inquiry in order to generate a holistic portrait of that shared culture from the emic experiences of the student leaders in a Marist School in the Philippines.

## METHODS

This study utilizes a realist ethnographic approach in describing shared collegiality culture from the emic experiences of the student leaders in a Marist School in the Philippines. In this study, the researcher is interested in describing the shared patterns of actions, behaviors, and some expressions of the student leaders in a Marist school on their involvement and participation in the campus organizational work and how they naturally express the core values of the institution on their interaction with each other. In this study, the Marist student leaders are the participants who belong to the culture-sharing group. These members of the group are officers of the supreme student government and collegiate student councils. They have consistently been involved in student leadership since first year in college. All of the participants who were interviewed have served their organizations for at least 2 years. They were identified to be active officers of the student organizations in the

university. They have been visible in every organizational and institutional program and activity. They take part in the planning, organizing, implementing, facilitating, and evaluating the programs of the organizations of the university. They have been facilitators of various formation programs for their fellow students and have also been taking part in or even initiated various community extension services in the community. They all have participated in the Marist formation leadership program of the university. This is a uniquely Marist way of forming and honing the leadership of the students in a way of a Marist.

What makes it realist ethnography? This research reflects a particular stance taken by the researcher toward the group being studied. It is an objective presentation of the situation written in a third-person point of view. The study narrates what has been heard and learned from sharing the experiences and the researcher's observations through his engagements and immersion with the day-to-day activities and interactions of the participants. The researcher ensures to be in the background as an omniscient reporter of the shared narratives and common patterns of behaviors and actions to be able to interpret how such a culture of collegiality in the organizational work among student leaders in a Marist School is being lived. In the most generic sense, ethnography consists of the process of observing human behavior in a holistic cultural context. An ethnography is expected to offer a detailed and comprehensive description of culture—an account of the behaviors, beliefs, attitudes, and values of the people under study. It is 'the science of cultural description' (Walcott, 1975; William, 2006). In this research, the culture-sharing group are Student leaders of NDMU and the phenomenon of interest is collegiality and their reflective expression of the school values.

## **RESULTS AND DISCUSSION**

Collegiality in the campus organizational work of student leaders is expressed through the themes that emerged from the experiences, reflections, and narratives shared by student leaders who have willingly participated in this study. The participants were eight (8) student leaders of the university who have been officers of the supreme student government and student council for two consecutive school years (2020-2021 and 2021-2022). They

were identified participants because of their active involvement as leaders in every activity, program, and meeting being held by the student organizations. The researcher is the ethnographer in this study and served as participant-observer being the in-charge of the Student Affairs and Development of the university whose role is to supervise all the undertakings of the students in the organizations. As declared in this research method, the research took one (1) school year to do observation, participate actively in the meetings and activities of the students and mingle with them before the conduct of the actual data gathering to be able to capture the spontaneity of the setting and context of the phenomenon being studied.

The study intended to describe collegiality in organizational work as expressed by the student leaders in a Marist school in the Philippines. What makes this intention significant? Collegiality as a construct, in the case of most organizations, be it for students, professionals, politics, etc., has been a basic norm that is expected for every member to manifest. While it is true that collegial interaction must be a norm for every organization, the interest of this study is to look into how this concept of collegiality is being characterized as lived or expressed by the student leaders of a Marist school considering that a Marist institution is also guided with its core values where family spirit, love of work, the presence among others are highly emphasized to be instilled for every student and the student leaders in the campus organizations. The '*being Marist*' of the interactions of the student leaders while they are actively engaging with a student organization is the interest of this research but with a concentration on the aspect of their collegial interactions and how they reflectively express the school core values. The following are the emerging themes that describe collegiality among student leaders in the campus organization in a Marist School and how these become reflective of the core values of the university.

### **Establishing and Nurturing the ties**

The students were asked to share their impressions, experiences, and the meaning of their interactions within the organizations while working on their specific goals or tasks. They were also asked to describe what collegiality means for them and how much becomes apparent or translated into their work relationship. Collegiality in the

organizational work as shared by the students has an emphasis on unfolding the kind of *relationship* they intentionally developed by exerting deliberate efforts on dealing and connecting with each other as officers of the Supreme Student Government and Collegiate Student Council of the university. *Why is it described to be intentional and/or deliberate efforts on establishing this good relationship among them?* As observed, student officers from the start are aware of the importance of rapport and good relationships in any organization to succeed in attaining the goal. In most of the organizations on campus, initiating team building and community building activities have become part of the culture of the organizations as included in their annual and semestral plans. Aside from this, the series of meetings, constant interaction staying in their respective offices, and usual conversation be it relevant to organizational work or personal matters contribute to building rapport among them. This '*relationship*' that they intend to establish is more than just a work-level or professional-level relationship as described by most of the participants. As observed, they have profoundly developed connections deeply like a family where they care and show affective ties or connections with each other.

Strongly personalized 'affective' ties describe the interpersonal relationship that is experienced and shared by the student leaders from their intentional or explicit strategies for establishing this kind of relationship to nurturing phase. Affective is psychologically understood to have connections to the feelings, emotions, attitudes, and moods of a person. As relates to the domains of teaching, it is always referred to the emotional aspect of the learners that the pedagogical process should have to enrich to enhance learning. The theme 'affective ties' deals with their personalized level of 'relating' and 'connecting' with each other that satisfies their emotional needs.

Emotionally connected...*like ang* comfort with one another from beginning to end and also *nga* *maka-share sa ila sang sang mga concerns mo...maka-open up... Comfortable ka with that...* (P2). *We are emotionally connected. It shows through the way we comfort each other. We openly share out concerns comfortably* (P2). *Mafeel mo gid ang care sang bawat isa* (P5).

*Tapos everytime nga ng mag-breakdown ka or may ara ka sang problem ma-understand man sang co-organization mo biskan pirmi gin- hambal nga lain ang personal sa professional* (P1). I feel the care of each one. Everyone can understand when you feel down and when you have personal problems (P1).

*Gina-cherish ko gid tanan nga support...Mabatyagan ko gid ang concern sang mga upod ko sa SSG. Kis-a ayawn ko ka-balance sang academics and obligations as officer, daw nabudlayan na ako mag comply, ara lang sila para mag ulikid kag magpafeel nga di kanag iisa sa amo nan ga struggle. Gina paintindi nila nga daw normal lang gid na maexperience sang mga officers. So, sa akon ang mga words nga ina very helpful gid...maka-ease gid sang balatyagon* (P5)

(I cherish the support of my each one. I feel the concern of my fellow SSG. Sometimes, I have difficulty balancing my academics and my work in the SSG, but they are always there telling me that I am not alone in this struggle. They are showing to me that it's normal to experience hardship and its helping me a lot (P5).

*Daw malipay man ko nga ginsupportahan ko sang mga tao (referring to co-officers) biskan bago pa man lang kmi kilalahanay. Sa short time nga daw nag-upod kami, grabe na ang amon nga bond...close na gid, biska outside pa sa organizational work...* (P3). (I am happy that they (fellow officers) support me although we have just known each other for a short time. We have established the bond, we are very close now even outside the organization. (P3)

**'Friendship' ties:** When this group of participants was asked to share their experiences on their of collaboration, teamwork, support, and collegiality the way they have understood the concepts, essentially, they all mentioned that their treatment of each other has gradually developed into more than just being colleagues or co-officers. In their respective organizations, they said that they become '*true friends*'. As observed being in Student Affairs for quite a long, this is something the researcher may affirm. Relationships of student leaders develop through time from being simply part of the organization to a deeper level of friendship through their constant engagement and company doing organizational work in school.

*Daw sa amo bi sir, daw wala gid namon naemphasize kung ano ang position sa council or what, we treat gid each other nga daw equal lang kami regardless of position. At the end of the day we are true friends (P1).* (We do not emphasize our positions in the council. We treat each other equally regardless of position (P1).

As discussed, the 'establishing' usually happens at the beginning of every school year. This is always true since every school year, the transition is happening in the leadership roles of the student leaders. The set of officers changes year by year. As part of the dynamics of every student organization, be it in the Marist school or non-Marist, some officers remain as officers for the next two or three terms, some stay for only a term, and others have been officers of the student council their whole life in the university. In other words, the composition of leaders changes every term. Thus, the kind of relationship among these officers every term may also vary depending on the compositions of the leaders with consideration to their attitudes, personalities, perspective, and their intentions. Anyhow, the nature of the relationship in every organization can be unpredictable considering these factors influencing their interactions. What is common among the student leaders who were interviewed was their experience of emotional support with their co-officers. The engagement usually starts with just being officers and colleagues in the organization. Their constant encounter working every day on organizational matters has nurtured the relationship.

At first, *abi ko di ko dri magfit kay iba iba ko inga college, iba iba amon nga mga orientations. Tapos daw naintimidate pko sa mga upod ko kay known na gid sila sa campus, but then, later own, nagnami na gid ang amon interaction. Mas naging bonded kmi kay tungod sina ate kag kuya ginapafeel gid nila ang company (P4).* (At first I thought, I will not fit with the group since I do not know them all. I felt intimidated. But then, eventually, I felt belongingness because they really made me feel the company (P4).

The working relationship evolves into being 'friends' and the work or tasks to do in the organization becomes bonding time. Organizational work has become interesting and exciting every time they are with the group. *Daw life blood...Daw life blood sa akon...Daw life blood ko gid ang*

*maging officer. kung бага kung wala siguro yong mga support ng mga kasama ko dito, ang mental state ko siguro sir kay indi nami...Gusto ko gid ang akon experience with the group. We treat each other as more than just officers. We are friends, we are family (P2).* (Organization is lifeblood for me. Had it not because of their support, I might have problem with my mental health already. I really like my experience here. We are friends, we are family. (P2).

So for me *na experience ko gid as a student leader nga may ara gid sang support when comes to preparation. Ang preparation be sir is bag-o be sa akon ang amo sini nga type sang preparation. First time ko nga maka batyag nga sa tanan mo nga hulag dapat bal-an sang tanan. Sa tanan nga hulag dapat kung anu ang ubrahon ko dapat bal-an ni kuya, bal-an ni.....Bal.an ni kuya Jay kay pati sila ma apektuhan man daw..* So for me, this is connections. Not not they wanted to control me, but I feel they have concern on me. They want me to learn and do things right (P4). (I really felt the support especially during the preparation (of the events). It's my first time to feel that in everything I do, everyone must be aware as they are also affected with the consequences. For me, that is connections, not that they control but they have the concern for me. They wanted me to learn and do things right (P4).

Work becomes easy because of the trust and friendship that we have developed. *Lain gid abi ang bonding sa council. After work sa council, my time gid na kami para lang magtambay- tambay kag mag sige istorya kag kinadlaw. Nadevelop gid namon sa council ang good relationship (P5).* (...The bonding is different. After work in the council, we spend time to bond somewhere, sharing our stories and the laughters... I think, we have really developed the relationship).

*May mag kamusta sa imo pirmi..maglibre sa imo kaon..Siguro ano na ang mental state ko kag ang physical state ko subong...,So, para sa akon amo gid ina gapabuhin sa akon ang support nga ma baton ko halin sa mga upod ko.. (P2).* (They would ask how I am doing, they will treat for meal...I feel that the support they give me give me so much life.. (P2).

*Very vocal ko nga tao. Grabe ko ka garet-garet sa tanan sir siguro ang mahatag ko lang support is the love.. Amo ina ang gusto ko nga*

*ihatag sa ila. Emotional support sir daw amo nalang na ma-give ko sa ila sir biskan emotional support sir amo na ang ma-give ko sa ila (P4).* (My love for my team is the kind of support I could give. That's what I'd like Share with them...the emotional support (P4).

*Amo ina una sir ang mahambal ko gid nga support nga nahatag ko gid sa SSG kag sa mga na agyan ko nga mga organization is the emotional support kay amu man ng kaylangan ko kag bal.an ko kaylangan ko sa mga upod ko (P5).* (I share emotional support with my team.. I know this is what's needed by my team (P5).

### **School Core Values Influencing their Relationship**

The question is, is it always natural that officers working in the same organization in school would transcend work-level relationships into deep friendships? This is where this research takes off. Can it be because from the beginning, these student officers have already been aware of the values of family spirit and presence that the institution is trying to instill among them in whatever context be it at home, in school, school organizations or non-school organizations undertaking? It is quite interesting to examine how these relationships develop and how collegiality as an organizational norm is being expressed by the student officers from their day-to-day interaction while working in the organization.

When the participants of the study were asked to actually describe their personal experience dealing with their fellow officers in the organization, they describe their relationship to be 'connected', 'supportive', 'smooth', 'open', and 'belonginess'. These words are very much similar or related to Marist values on *Family spirit* and even *presence*. When they were asked why they actually have these kind of interactions, most of them said that it is because, *'they are in the Marist School* and these are the values that the school is trying to instill in them and that they are all aware.

Being Marist student, we are expected to conform to values of the Marist. That is why we really try our best to live up the core values in everything we do in the organization. (P6)

*Pagsiling mo nga Marist leader, magtatak gid dayun ang mga core values sang school. Example presence...so, ginatry gid ina natun i-emphasize sa atun interactions...Damo kmi mga activities like*

*mga team bulfing, formation program and even sa mga meetings and dya to day itneractions. Daw conscious gid kami at first, but; later on, daw naging way of life na lng gid (P5).* (When you say Marist leader, it is outrightly associated to the core values of the school for example, presence. So, we are really trying to emphasize that in our interactions.. We have different initiatives for that such as team building, formation programs and even in our day to day engagement. At first, we are a bit conscious, but later on, it has become a way of life (P5).

*Ako sir ang interaction namon, talaga is all about building that connection with your officers. Sa umpisa medyo mahirap kay lain lain kami courses, lain-lain ginhalinan nag school sang high school, but we know nga sa Marist school, lain ang values nga ga instill. So, ginalive nuo gid ina namon nga mga values. Ang amon relationship sa organization, ginatry gi namon strengthened. (P1)* (In our case, our interaction is really all about building that connections with the officers. At first, it was quite not easy because of our differences like our courses, school we graduated from. But because we're all aware that this is Marist school, and the school has core values, we are also trying to instill and strengthen that in the organization (P1).

*Sabay kami gakaon, sa apartment ururupod man kami. Nadevelop gid na namon nag relationship umpisa tong nagkasabay kami as officers. So ang amon nga interaction gaextend asta sa amon gina-istaran. Kung kaisa, myh mga issues iban sa amon. So, di na namon gina pakialaman. Pero magets naming yun. Ginahayaan lang namon asta nga mag okay na saka kausapin. So, madala namon ang relationship halin sa organizational work that we do in school. Nadevelop gid siya (P4).* (We have meal time together, We stay at the same apartment. The relationship started when we became officers. The interaction in school is extended even at our apartment where we stay. We try to be sensitive on the situation of our colleagues. We talk about the problem when its already time to talk about it. So, this kind of relationship that was developed from the organizational work extends even outside organization and we develop it (P4).

*Halin man ko sa non-Marist school and I must say nga naappreciate ko gid ang Marist way of leading. Gina-tudlo kag gina emphasize gid ang values. That's why, kung sa organization, gina-*

*ensure man nga gina translate ining mga values because we are aware nga amo na ang expectations from us. But, eventually, sa akon nga experience, masiling ko nga ang relationship namon, ang bonding, daw ka-natural na lang dayun. Mafeel ko nga very comfortable na kmi* (P2). (I'm from a non-Marist school and I really appreciate the Marist way of leading. In the organization, we translate the core values because we are aware of the expectations from us as leaders. Eventually, it becomes very natural in our interactions).

With this sharing of the student leaders, it can be inferred that their knowledge and appreciation of the school identity that is 'Marist' considering its values may have significantly been influencing student leaders' way of directing or leading the organization and that includes the way they shape the relationship or interaction between and among them. While it is understandable that officers may have actually been influenced by the school's identity and values in shaping the way they 'relate', 'connect' and 'deal', which usually is the goal of every institution, the effort on nurturing this kind of relationship is also evident on the actions of the leaders as shared by them. After they establish at the beginning of the school year as the term of office commences, they do much effort as well on trying to strengthen and consistently maintain the family spirit and belongingness not only as influenced by the school values but it has eventually become their values learned from being part of the organization.

### **Collegial Interactions as Reflective of the School Values**

'Presence' is one of the core values of the university that is reflective of the relationship manifested by the student leaders in working for student organizations. Presence emerged as a shared expression of *common emotional* support given by each one of them. When asked what kind of emotional support do they usually receive and share with others, what's emerged is their explicit expression of giving comfort through their words, actions, and just by being there.

*Like ako ang naka assign dire pero always sila ga-inquire sa akon kung may iban kapa nga need..Basi need mo sang tao dira or just by asking question like okay ka pa ba dira nakakaon ka na or ng mga concern nila* (P1). (They always consult and ask me about my needs. They ask for my situation

whether am fine or not, have I eaten or not they show concern (P1).

*Kung mamangkot na sila if hago ba dira ako nalang mag sagot sina. Amo sina biskan sila may ara man sila sarili kag gina respect nila ang schedule ko sir subong sa SSG kag if academics, academics man. If mahambal ka nga di ka free, kay may amo ka sini nga event, sal-on sang isa so ma feel ko gid nga amu to support* (P2). (They would ask whether am tired or not as they are willing to take over for the task. They respect my schedule for my time in the SSG and for my time for my academic. If I say am not available, one will volunteer to do the task for me. I feel the support. (P2).

*Kung anuman ang gina-stressan nila ara lang ko to listen, kay hindi man ko very ano gid sa mga words like indi man ko ano gid sa pag-wakal di parehas sa iban ko nga upod nga student leaders nga very ano gid sila talkative or like the way nga mag-communicate ka kay daw maka-reach out gid sa other people. For me, ang way ko nalang gid is mag listen kay kis.a kailangan mo gid sang iban nga tao to listen gid sa iban man nila nga mga upod* (P3). (Whatever made them feel stressed, I am just here to listen. I may not be as talkative as the others, but am very much willing to listen. It thinks sometimes, that's what's needed. (P3).

*Dapat hatagan mo man sila sang for example sir kumustahon mo gid sila kung basi my hinanakit man sila sa sarili nila nga hala anu man ning akon ubra man like ng sa akon nalang... Tapos like dapat need man nila sang mga pa-comfort man sir nga dapat may chikadora time man sila habang ga-work sila* (P4). (Ask them about how they feel. Do they have pains? They needed comfort too or someone to talk to while they are working (making herself present) P4.

*For me Sir, ang sa akon, ma-define mo gid siya or ma-identify mo siya kay nga gid gina suportahan ko sang mga upod ko biskan presence lang nila ara* (P5). (Support is being visible and with their presence (P5). *Ang support nila is daw sila na ang naging reminder ko throughout man sato nga mga time kung mag breakdown man ko ara man sila, so emotionally, physically, kag mentally ara gid ang support nga ging pang hatag sang mga friends ko sa mga na upod ko as a student leaders sir... Nafeel gid nga ara sila* (P3). (Their support helps me a lot to recover from breakdown.



They support me emotionally, physically and mentally. My friends in the SSG made me feel their presence throughout. (P3).

As experienced by the participants, they have shared that what they considered to be Marist in terms of their interaction with the group is '*feeling*' the atmosphere of being really part of the organization. A common example is the intentional way of *giving of comfort* when a colleague feels down because of overwhelming tasks to do in the organization. Comfort is felt when one opens up/shares a similar experience with the other; listens to the stories of frustrations/disappointment for not feeling good about the outcome of the tasks; feels the company of a colleague and when one feels that task becomes easy and attainable because of the presence of the other. For them, this is an example of emotional support. The participants shared about their experiences being open to one another to share their concerns and listen too for others. They also share that being open manifests being comfortable with each one. To give comfort has become part of their conscious and deliberate response to make a colleague feel better in time of so much stress. As shared by one participant, in times of stress, one initiates laughter to ease the situation. For them, presence, be it in a form of giving comfort is a concrete meaning of collegiality. Support is given through accompanying the members/colleagues and making others feel at ease by one's presence/character/personality.

**Attentiveness is similar to presence.** They sensitively recognize the situation when a co-officer feels down, feels bad, feels uncomfortable, and not on an active mood in the same way that their colleagues also try to be attentive to their situation when they feel the same. For them, being attentive to the condition and their co-officers and being able to find ways how to facilitate their needs is an expression of collegiality. They do not demand for an output once they know that the colleague is trying to cope with some personal issues/concerns by extending/offering help in completing the task if they feel that a colleague is having difficulty or issues. Here, it can be noted the sensitivity of the student leaders to recognize what is going on with their colleagues. A common example is that *they tend to* initiate in giving the necessary help to a colleague because they feel the need to give help for others in accomplishing the tasks. They too have

experienced how others have been attentive and sensitive to their conditions. For them, that's the Marist way of relating each other while working for the goals. They would ask and be observant to the changes and dynamics of the mood by being sensitive on the emotions of their colleagues. They value how one feels, and how the others respond emotionally to feedback and criticism. They all agree that everyone seems to listen to each other's concerns making colleagues feel better when they feel down/uplifting their emotions.

Support is manifested through understanding one's situation/condition too. When stressed with school works, demands, and requirements, colleagues in the student council expressed their concern to the person by doing the following: assume one's tasks be it at home/student council-related tasks. Tolerance on the shown undesirable behavior (like being easily irritated). They adjust the tone of the conversation from the usual/natural manner of conversation (from asserting to submitting to the person) by observing the mood of the other officers. Consoling is also evident on their interactions with the person who is experiencing problems/challenges. It is also observed how student leaders manifest being careful (tact) in giving feedback so as not to inflict hurt to the colleague. In times that a colleague missed classes or requirements, academic support is provided by giving/sharing with some notes and information for some missed classes, lectures, reviewers, etc. There are instances when colleagues also tend to filter some disturbances that may hinder the work of a colleague being performed. They willingly to take over/assume obligations of others when necessary to help lessen/improve the work. How they care for the health condition of others has also been observed and shared by the participants.

My one time *gid sir nga grabe gid hebe ko nag hebe ko sina tapos sila ara lang gid sila da sa gilid sir ga pamati lang sila tapos pagka aga tanan nga mga orobrahon kay naka hati man na sa amon sir, ging ubra na nila tanan wala naku nila ging tandog kung бага ginpabay-an ko nila nga matulog tapos pag abot ko naman sa school ang batasan ko be na sir nag pag mag init ulo ko ng daw gina dali dali ko tanan nga ubra ba so sila princess hindi ko gets tong adlaw nga to wala ko nila gina baisan ga pati lang sila buas ako nalang sina ako nalang ma- ubra sini kay para dira kanalang pungko ..Didto na feel*

*ko gid an fila company and presence. Naintindihan gid nila akon ginabatyag that time (P1).* (There was a time that I really cried and felt down because of the several engagements that I have attended to both extra-curricular and academics. I was not in the mood that time because I was so occupied. My colleagues were just there listening to me. They understood my situation and in order to help me, they share with the task that I usually do at home and in school. There was a time that everyone was so nice to me, they took over for the task that I'm supposed to do, and they treat me nicely. That time, I really felt their presence and I felt that they really feel my situation that time (P1).

*Nabatyagan ko gid to sir nga may mga tao man gali nga maka intindi ba nga damu damu ka ubra tapos okay lang sa ila nga pagbigyan ka anay nila sang time nga na kay ma understand ka nila gina supportahan nila nga kag bal an nila nga passionate ka gid (P2).* (I realized that there are really people who can understand your work and the worth of your work. They support you because they know that that you are passionate about it (P2).

*Tapos kis-a if my eh assign sa amon halimbawa si...gadali sila tapos gina in-charge nila ko so wala ko ma tap nga tao ones nga mag chat ko sa GC ara dayon sila ..Ara dayon na sila nga mag hambal nga sige updan ka namon ako nalang dira..Bal an gid nila ang akon nga needs (P3).* (In case they would assign me to do something and I need some support from the other officers, I will just send message through the group chat and they would respond immediately to help. (P3).

*Gina-assign sa editing tapos mga upod ko (inaudible) hindi kabalo mag-edit pero ang support nga ginhatag is bisan may mga lutang gid ko nga mga moments sa pag edit ko like very patient ang mga tao sa palibot ko nga mag bulig sa akon nga i-point-out ang mga mistake ko without sang mga kalain nga remarks (P5).* (When they assign me to do editing and I don't even know how to do it, they patiently help me and patiently accept my mistake without bad remarks from them. (P5)

**Empowering and 'pushing'.** Support is shown by ensuring that colleagues/fellow officers are guided in accomplishing their tasks; Affirming one's potential as a leader; Affirming colleagues' potential to gain confidence; believing in one's abilities/potential; Boosting the confidence of a

colleague to believe that; Gaining confidence because of the affirmation of colleagues in the group; Gained confidence on what one has been doing due to the affirmation of colleagues; Sharing knowledge gained from experiences for other to also learn.

*Budlay abi siya sir nga mgstart ka nga isipon mo bal-an mo na tanan kay kung di ka mag accept sang support daw sarili mo lang gihapon gina-hambal mo nga mali. Nga-a. Di mo kailangan tanggapon ang support nila kag ang support nila didto ka naka-build sang imo nga confidence (P3).* (It's difficult to presume that you know everything. I accept support because I know I needed it improve myself in building my confidence (P3).

*Makita nga na budlayan ang isa ginabuligan so parehas sini nga as a student leader nga mag travel sometimes gina-check nila ko kung nahimo mo na imo nga task, kag kung naka ano nako sang deadlines ko man nga naka-fill in nga and also mga small things gid sir ngaa mga gaps ko man kis.a nga... Akong experience, nafeel ko ginapush gid nila ko nga makaya ang mga tasks..Ginapafeel nila nga kaya ko gid himuon kaya ginaassign nila sa akon (P4).* (If others necessitates help, there is no second thought of helping them. They check on the other officers from time to time. We guide each other in terms of the tasks that need to be accomplished. Here, you can feel that the other officers care about your progress. From my experience, I really felt that they are trying to push me to do what I can do to accomplish the task assigned to me. It's very empowering for me (P4).

*For me sir ang support nga ma baton ko and everything else daw gina himo nya ko stable sa tanan ko nga gina himo or like as a person gid kay may mga times nga biskan sa sarili ko wala naku tiwala, tapos everytime na maka-isip ko support sa mga upod ko daw didto nga ma gain ko man ang confidence..Pag confident ka to do you're your work, para s aakon empowering gid na.. Nakita ko gid na sa amon interaction sa SSG (P1).* (I gain confidence from the support of my friends. When you feel confident about your task, for me that's very empowering. I experience that here in SSG (P1).

*Tiwala sa sarili ko sa mga ginahimo ko nga hindi ko mag doubt sa mga actions lalo nga halin sa nga nagka covid or like daw nag separate ang everyone since sang senior high daw nadula na*

*tong dati ko nga version nga kung diin confident ko as a person na mag take out nga iba-iba responsibilities..With my enegagement in the SSG, I gained back the confidence. Nafeel ko liwat ang trust sa self na kaya ko kay because sila gatrust man sa akon (P2).* (I gain confidence and trust with my ability to do the things I doubt I could do. Covid has affected that confidence in me. I have become different person because of it. With my engagement in the SSG and with the trust of my colleagues, I gained back the confidence.. (P2)

### **Sharing with the Work to Accomplish (Volunteerism and Love for Work)**

They also show presence by making themselves available when their colleagues need some help from them. For instance, they ask colleagues what can be done to help on the tasks. They voluntarily offer help when felt that a colleague is having a hard time completing the assignment. They ask how colleagues feel about doing or performing a task. The second theme that emerges on describing student leaders' experience of collegiality in the organizational work in a Marist School is their instinctive actions to willingly *share with the work or tasks*. The act of helping is a common thing among people in any context. But the word '*instinctive*' gives more meaning on the concept of 'helping' and/or sharing in the context of the Marist student leaders. What they were saying was that, helping and sharing with the work is very spontaneous, natural, and automatic, and it becomes a habit. When they were asked to describe the experience of sharing with the work, they commonly said, it's just part of the 'being' leaders more so of the 'being' Marist. When asked to elaborate a little more about that 'being' leader and Marist, they said, it's unexplainable. Some said, they do not know, they just love the idea that helping and extending help to co-officers becomes so natural for them without thinking of anything as returns.

Practically, they are all conscious of the fact that extending is necessary to be able to make the work done efficiently. They are all aware how each one of them affects the others. When one member is not able to fulfill his/her tasks, it will consequently affect the entire organization. As a participant observer, this is evident on their meetings, discussions, how they make follow up with the other's work, asking each committee to report on

the progress of their work and agree how they can collaborate with others. It can be noted from the interactions and sharing of experiences of the student officers that collegiality in the organization's work is reflective of the kind of relationship and support that they share. Support is manifested through the initiative to help without being asked to give help or render service. For them, to give support is voluntarily given. One cannot give genuine support unless it is out of volunteerism. Support is manifested in terms of initiating acts to guide other officers who encounter challenges to accomplish the task assigned to them. Support is also manifested by showing understanding with the situation of a colleague who is experiencing personal issues in academics, peers, family, and relationships with others. They show a willingness to assume roles to implement the goals of the organization.

There are also other forms of acts to share in accomplishing the tasks of the organization. They shared about the support they experienced in terms of the decision-making for the organization. This usually happens during ordinary meal time, organizational meal, and spontaneous moments to have a conversation during free time. For them, the conversation with co-officers on organizational matters help a lot on affirming their ideas and some decisions. That for them is sharing not only their physical strength for the work but ideas that are helpful for the organization. As observed by them, the group usually is open for deliberation of issues and concerns. They like the idea that they discuss and negotiate. As experienced by participants, they understand that discussion is always part of the process of making discussions and they're open to negotiating. When asked why they believe it that way, their common response was that because it is one thing that has also been instilled in them by the school. To have dialogue is part of being 'belong' and that everyone is given value. As mentioned by one officer, it has always been instilled in them the beauty of openness and negotiation to uphold the value of respect to differences.

*Kis-a sa kung mga edits nga dali lang siya himoon daw agawon pa parehas sini ni ....Agawon nya pa sa akon ang himoon basta mahimo ko lang ang mga major part nga pag-edit pero ng mga content na eh build up amo ina na makita ko gid ang support nga from her or from sa iban man nga*

*mga ka upod ko* (P4). (Others are willing to share with the work that I do especially the minor task because they know that I have to do the major ones. (P4).

Siguro ang support for me is volunteerism na sya, may ara sang volunteerism nga word kanang nga connect sa support kay hindi ka maka give, or hindi ka maka accept sang support kung hindi mo sya volunteer gina hatag sa mga tao.. (P1) (*Support is volunteerism. You cannot give support if you do not volunteer. (P1)*)

*My initiative mag-give time sa upod, magbulig sa ila task biskan di pa na imo trabaho* (P2). (There is initiative to give time and help others even if it'd beyod your own tasks (P2). *Ga-think initiative na daan sa self mo, or like halin sa peers mo...need na ikaw siliangan..Amo gid nakita ko dri sa amon nga interaction...Mag an gid ang work kay ang mga kaupod ko sa organization may ara gid tanan willingness to help. Makita mo gid ang pagka-Marist spirit* (P3). (They are thinking of initiative..No need to be told what to do..I saw that in our interaction.. Everyone is willing to work in the organizations...There's the Marist spirit (P3).

*Pag tagaan ko task ubrahon ko dason so after sina halimbawa wala naku ubrahon mag help ko sa iban para mabulogan sila sa ila work...biskan wala nko nila ginahagad..Daw nami sa feeling nga nagahelp sa ila work nga matapos.. Sadya lang gid tana* (P4). (When given the task, we work right away on it. After completing one task, I help others with their tasks without even told to help. It feels good to be working with others (P4).

## CONCLUSION

The study provides a holistic portrait of the student leaders of a Marist school on how they manifest collegial interaction in the organizational work and how school core values are expressed on their interactions. It is affirming that student leaders in this university manifest collegiality uniquely and positively by not only manifesting it on work-level relationships but instead it develops into more personalized level of relating and connecting with each other and not a competition and not aiming for power and authority. It's a friendly environment for them to nurture their utmost leadership potential while sustaining and living the school's core values on their interactions.

This affirms the initiatives and efforts of the school on instilling the core values to the students, especially to the student leaders who are considered to be models of the values. With this result, it means that the school may continue to implement its good practices that nurture the relationship of the student leaders in the organization as they also contribute to their productivity and growth. As reflected in the themes, they feel good, they are happy, and they feel motivated and positive because of the comforting presence and affective connections that they have with their co-officers whom they considered friends and family in school. Though, the school may also consider engaging more students into other dynamics that may also strengthen their expressions of other core values not only limiting to family spirit, presence, and love for work but to manifest as well other values while working in the organizations.

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