

Teachers Leadership and School Structures of Selected Clusters in the Division of Rizal

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Abstract — This study investigated the relationship between teacher leadership and school organizational structure in selected clusters within the Division of Rizal, focusing on role clarity, leadership effectiveness, and structural support. Using a mixed methods explanatory sequential design, data were collected from school principals and teacher leaders through surveys and interviews. Results revealed that role clarity strongly correlates with leadership effectiveness, showing that teachers perform better when roles are well-defined and supported by collaboration and administrative trust. However, organizational structure alone did not guarantee leadership success unless paired with empowerment and shared governance. Both groups reported similar perceptions, emphasizing communication, initiative, and peer collaboration as vital leadership attributes. The lack of incentives and formal recognition systems emerged as a key limitation to sustaining motivation. The proposed TEACH-LEAD RIZAL Framework was developed to address these gaps, offering a structured model for enhancing teacher leadership through training, collaboration, and institutional support. Overall, the study highlights the importance of clarity, collaboration, and recognition in strengthening teacher leadership and improving instructional quality across schools in the Division of Rizal.

Keywords — *Teacher Leadership, Organizational Structure, Role Clarity, Leadership Effectiveness, Collaboration, Educational Management, Division of Rizal*

I. Introduction

Organizational structure plays a crucial role in determining the effectiveness of educational institutions. In high-performing schools, flexible structures promote teamwork, shared decision-making, and professional growth that improve student outcomes (Bhebhe, 2020). Conversely, rigid bureaucratic systems often restrict teacher satisfaction and innovation, though supportive structures that emphasize fairness can boost morale and job performance (Alanoğlu & Demirtaş, 2021).

Teachers' perceptions of their school structure shape communication, engagement, and flexibility. Chen-Levi and Buskila (2022) highlighted that curriculum design, innovation, and flexible leadership boost teacher motivation. In the Philippines, Eyorcadas and Gomez (2024) identified a strong connection between organizational development and teacher effectiveness, while Rutherford (2006) observed that shared leadership models increase teacher influence and collaboration.

In the Division of Rizal, the implementation of Department of Education Order No. 2, series of 2024, which removes administrative tasks from teachers and offers a chance to reevaluate leadership roles and the school structures. This study examines how such changes affect teacher leadership and organizational performance.

This study examines the relationship between teacher leadership competencies and school organizational structures in selected clusters within the Division of Rizal. Specifically, it looks at how teacher leaders perceive their role clarity and effectiveness, how these perceptions differ across clusters, and what connections, barriers, and facilitators exist between leadership practices and school structures. It also aims to provide recommendations for redesigning organizational systems to enhance instructional quality and leadership capacity.

Conceptual Framework

The study adopts a distributed-leadership model in which principals, teacher leaders, and stakeholders share authority and accountability. At its core is a cycle of feedback and evaluation that drives continuous improvement. Supporting domains include Examining Teacher Leadership (ETL), Responsible Teacher Leadership (RTL), and Organizational Stakeholder Support (OSS), reflecting how collaboration and shared responsibility sustain school effectiveness.

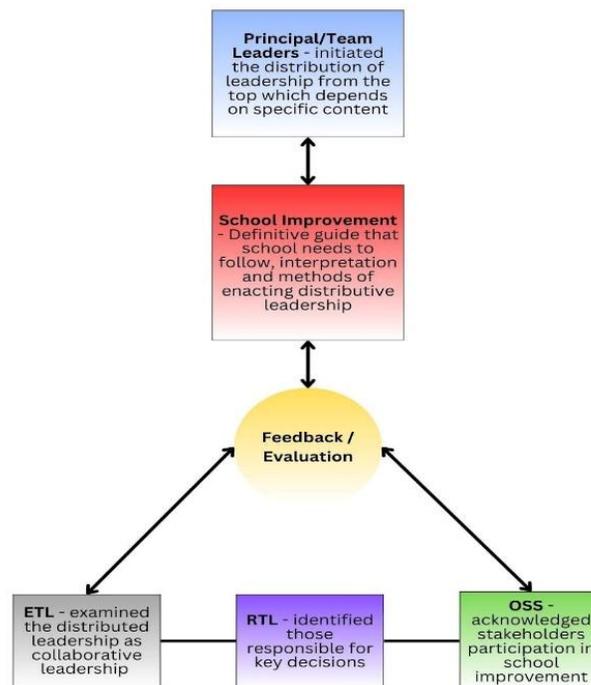


Figure 1. Conceptual Model of Distributed Leadership and School Improvement

Significance of the Study

This study helps clarify how leadership and structure influence educational effectiveness. Its findings will assist:

Teachers clarify their leadership roles and improve collaboration.

Teacher leaders strengthen their competencies and advocacy for formalized roles.

School heads and administrators design distributed, efficient structures.

Students benefit from improved teaching quality and supportive learning environments.

Stakeholders and communities build stronger partnerships grounded in transparency and participation.

Literature Review



Figure 2. Theoretical Model of Distributed Leadership Theory

This research is based on Distributed Leadership Theory (Spillane, 2005) and Transformational Leadership Theory (Bass & Avolio, 1990). Distributed leadership sees leadership as a shared process among multiple actors within an organization, while transformational leadership highlights inspiration, innovation, and collaboration (Bernarto et al., 2020). Together, these frameworks explain how teacher leadership operates effectively within well-aligned organizational systems.

Chee Yuet, Yusof, and Syed Mohamad (2016) developed the Teacher Leadership Competency Model, emphasizing change commitment and peer influence as key factors in enhancing school performance. Kadri, Mansor, and Nor (2021) highlighted adaptability and collaboration as crucial 21st-century leadership qualities. Singh, Sokhal, and Singh (2022) discovered that teacher leaders with high digital competence and decision-making skills maintain instructional continuity even during crises.

Day, Sammons, and Gorgen (2016) observed that effective leadership depends on context and staff capacity. Veletić and Olsen (2024) found that leadership styles are influenced more by school culture than by geography, while Cheng (2024) categorized school leadership into six domains, including technological and cultural aspects, illustrating how schools adapt to social and policy changes.

Rahmad, Sabri, and Nasfi (2021) demonstrated that leadership quality and organizational structure jointly influence service delivery. Similarly, Muliati et al. (2022) found that transformational leadership enhances teacher performance when combined with supportive systems. Chatzoglou et al. (2017) and Calipjo et al. (2023) confirmed that leadership competencies improve organizational change and engagement, while Ahmed (2018) emphasized that institutional culture influences the development of visionary or transactional leaders.

Barriers to effective teacher leadership often stem from bureaucratic rigidity and fragmented policies (Sánchez & Gutiérrez-Esteban, 2023). Conversely, collaborative and supportive leadership structures encourage innovation and teacher-led initiatives (Abedi & Ametepey, 2024). Malin et al. (2020) added that alignment between policy, regulation, and school culture determines whether leadership flourishes or weakens. Globally, Pont (2020) identified decentralization and accountability as key drivers of reform. Espinoza and Cardichon (2017) emphasized mentoring systems under the Every Student Succeeds Act as effective strategies, while Robinson and Gray (2019) confirmed that leadership directly impacts student outcomes through behaviors like goal setting, support, and data-driven practices.

Effective leadership relies on aligning teacher skills, organizational frameworks, and institutional culture. Distributed and transformational leadership models promote collaboration, flexibility, and accountability, but their effectiveness depends on supportive systems and clear policy guidance. Schools that encourage shared decision-making and ongoing feedback see improved instructional and organizational results.

II. Methodology

Research Design

The study used a mixed-methods design with an explanatory sequential approach, combining both quantitative and qualitative methods to thoroughly analyze the relationship between teacher leadership and school organizational structure in selected clusters within the Division of Rizal. Quantitative data were gathered through a structured survey questionnaire to

evaluate teacher leaders' perceptions of their role clarity, leadership effectiveness, and organizational structure. The qualitative phase, which involved semi-structured interviews, offered deeper insights into the barriers, enablers, and suggestions for improving leadership systems.

Population and Sampling

The study involved six public secondary schools from three school clusters in the Division of Rizal. Participants included the school principal and two volunteer teachers from each school, totaling eighteen respondents. Schools were selected through purposive sampling to represent different geographic and structural contexts. All respondents participated voluntarily and provided informed consent. Pilot testing was conducted to validate the survey instrument before deployment.

Respondents of the Study

The respondents included principals and teachers who shared their views on leadership and organizational dynamics. Coordinating with school heads helped ensure smooth administration of the instruments. The researcher, with assistance from head teachers, personally distributed and collected the questionnaires. Respondents also answered open-ended questions that added qualitative insights to the quantitative data.

Research Instrument

The study used a validated, structured questionnaire divided into three sections: (1) Role Clarity, (2) Leadership Effectiveness, and (3) Organizational Structure. Each section included a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). An open-ended part asked participants to elaborate on leadership practices, compensation mechanisms, and organizational supports or barriers. The instrument was validated by experts in educational leadership and pilot-tested for reliability with Cronbach's Alpha.

Data Gathering Procedure

Data collection followed a structured process. After obtaining approval and consent, the researcher carried out pilot testing, then distributed the final questionnaires to participants in six schools. Surveys and open-ended responses were collected at the same time, and selected participants were interviewed onsite to add context to the quantitative results. Interviews were recorded, transcribed, and analyzed thematically.

Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, standard deviation, frequency) and inferential tests. Due to the small sample size ($N = 18$) and non-normal distribution, the Mann-Whitney U test was used to assess differences between teacher and principal responses, while Pearson correlation examined relationships among role clarity,

leadership effectiveness, and organizational structure. Results showed no significant differences between groups ($p > 0.05$) but revealed strong correlations between role clarity and leadership effectiveness ($r = 0.729, p < 0.01$) and between organizational structure and leadership effectiveness ($r = 0.511, p < 0.05$). Qualitative responses were analyzed using Moustakas' (1994) phenomenological method, involving bracketing, horizontalization, and thematic clustering to identify recurring patterns.

Ethical Considerations

The study adhered to strict ethical standards aligned with institutional research protocols. Informed consent was secured from all participants, who were informed of their voluntary participation and their right to withdraw at any time. Confidentiality was protected by assigning numerical codes to respondents, and all data were stored securely in password-protected files. The study obtained ethics approval from the Institutional Research Ethics Committee before beginning.

III. Results and Discussion

Quantitative Analysis

The study investigated the connection between teacher leadership skills and school organizational structures in specific clusters within the Division of Rizal. The findings are presented in a logical order, starting with inferential correlations and followed by qualitative evidence.

Table 1
Correlation Between Role Clarity, Leadership Effectiveness, and Organizational Structure of Teacher Leaders

Variables	Role Clarity	Leadership Effectiveness	Organizational Structure
Role Clarity	1	.729***	-.249
Leadership Effectiveness	.729***	1	-.012
Organizational Structure	-.249	-.012	1

Note. $p < .01$ indicates significant correlation at the 0.01 level.

The correlation analysis revealed a strong, significant relationship between role clarity and leadership effectiveness ($r = .729, p < .01$). This indicates that teacher leaders with well-defined roles tend to perform better and have more confidence in carrying out leadership responsibilities. This result supports Chee Yuet et al. (2016) and Kadri et al. (2021), who noted that clear responsibility delineation improves collaboration and accountability.

However, the correlations between organizational structure and both role clarity ($r = -.249$, $p = .320$) and leadership effectiveness ($r = -.012$, $p = .962$) were weak, indicating that structural mechanisms alone do not ensure effective leadership without role clarity and empowerment.

Table 2
Bivariate Correlation Between Role Clarity, Leadership Effectiveness, and Organizational Structure

Variables	Correlation (r)	p-value	Interpretation
Role Clarity & Leadership Effectiveness	.631	.005	Significant
Organizational Structure & Leadership Effectiveness	.511	.030	Moderate Significant
Role Clarity & Organizational Structure	.214	.340	Not Significant

The bivariate results reaffirm that **role clarity strongly predicts leadership effectiveness** ($r = .631$, $p = .005$), while **organizational structure** has a moderate yet meaningful link to leadership outcomes ($r = .511$, $p = .030$). These results mirror **Muliati et al. (2022)** and **Rahmad et al. (2021)**, who found that functional structures support leadership efficiency when complemented by communication and participatory decision-making.

Table 3
Summary of Mann–Whitney U Test on Leadership Competencies by Respondent Type

Group	N	Mean Rank	U	p-value	Interpretation
Principals	6	8.33	29.00	.497	Not Significant
Teachers	12	9.25			

The Mann–Whitney U test revealed **no significant difference** between principals and teachers ($p = .497$), confirming that both groups perceive teacher leadership competencies similarly. This consensus indicates a shared understanding of leadership functions within the school system, consistent with **Veletić and Olsen (2021)**, who found that cohesive perceptions strengthen collaborative leadership cultures.

Qualitative Insights

Qualitative data offered detailed insights into the lived experiences of principals and teachers, confirming the statistical findings and providing additional context.

Table 4
Perspectives of Principal Respondents on Teacher Leadership Attributes, Compensation, and Organizational Structure

Emerging Themes	Illustrative Statement	Interpretation
<i>Leadership Attributes</i>	“Communication is the best attribute.” “Teacher leaders influence co-teachers to improve areas of concern.”	Effective teacher leaders are recognized for communication, influence, and initiative.
<i>Compensation Mechanisms</i>	“No cash incentives, only service credits.”	Leadership roles are undervalued financially, affecting motivation and sustainability.
<i>Organizational Structure</i>	“There is a need to create new appointments or roles to lessen workload.”	Principals acknowledge structural limitations that hinder leadership expansion.

Principals emphasized communication and collaboration as core competencies. However, they expressed concern over the absence of incentive systems, resonating with **Sánchez & Gutiérrez-Esteban (2023)**, who identified limited recognition as a barrier to sustained teacher leadership.

Table 5
Perspectives of Principal Respondents on Teacher Leadership Attributes, Compensation, and Organizational Structure

Emerging Themes	Illustrative Statement	Interpretation
<i>Leadership Attributes</i>	“A teacher leader is flexible, responsible, collaborative, and patient.”	Teachers value interpersonal and adaptive skills in leaders.
<i>Compensation Mechanisms</i>	“Service credits only, no cash incentives.”	Reinforces lack of financial motivation similar to principal insights.
<i>Organizational Structure</i>	“Shared leadership and supportive administration make our work easier.”	Structural collaboration and support systems enhance leadership participation.

Teachers emphasized the relational and supportive nature of leadership and reiterated the importance of trust-based administrative backing. Their responses confirm the findings of **Chatzoglou et al. (2017)** and **Muliati et al. (2022)** on the role of communication and collaboration in leadership efficacy.

Table 6
Proposed Framework for Action

Component	Strategy	Expected Outcome
<i>T – Training and Role Clarification</i>	Conduct workshops and create a Teacher Leadership Manual.	Improved clarity and alignment of leadership functions.
<i>E – Empowerment and Incentive System</i>	Introduce recognition programs and credit conversion for leadership work.	Increased motivation and retention of teacher leaders.
<i>A – Administrative Support</i>	Integrate teacher leaders in decision-making and school planning.	Enhanced collaboration and distributed governance.
<i>C – Collaboration Network</i>	Establish inter-school mentoring and peer-learning clusters.	Stronger inter-cluster leadership synergy.
<i>H – Holistic Development</i>	Embed teacher leadership in professional growth plans.	Sustainable and adaptive teacher leadership culture.

This framework operationalizes study findings by embedding leadership in structured, incentivized, and collaborative systems. It directly addresses the gaps in role clarity, compensation, and institutional support identified in both data phases.

Discussion Summary

The integrated results confirm that teacher leadership effectiveness is primarily driven by role clarity and collaborative organizational environments, rather than by structural formality alone. Principals and teachers share aligned views on leadership attributes, emphasizing communication, adaptability, and initiative as key success factors. However, the absence of consistent recognition mechanisms limits sustainability.

Through the TEACH–LEAD RIZAL framework, this study introduces a district-level model to formalize teacher leadership pathways, promote mentorship, and enhance inter-school collaboration. In line with Distributed Leadership Theory and Transformational Leadership Theory, this framework advocates a participatory approach that shifts leadership from individual roles to collective capacity.

IV. Conclusion

This study concludes that the effectiveness of teacher leadership in public secondary schools within the Division of Rizal largely depends on role clarity, empowerment, and organizational collaboration. A clear definition of leadership duties allows teachers to perform confidently, foster teamwork, and make informed decisions that enhance instruction and student outcomes. The strong correlation between role clarity and leadership effectiveness highlights

that teachers lead best when expectations are well-communicated and aligned with institutional goals.

Although formal structures are in place, the findings show that organizational design alone does not ensure effective leadership. Genuine leadership comes from participatory environments where teachers are encouraged to collaborate, share responsibility, and make meaningful contributions to school improvement. This underscores the core ideas of Distributed Leadership Theory and Transformational Leadership Theory, which see leadership as a collective ability rather than just a positional role.

The unified perceptions of principals and teachers highlight a shared culture of cooperation and trust within the studied clusters. However, the absence of structured incentive systems and recognition programs poses a challenge to sustaining leadership motivation. Addressing this gap is essential to institutionalizing leadership as a continuous, valued component of school operations.

The proposed TEACH–LEAD RIZAL Framework provides a sustainable approach to strengthening leadership culture through structured training, collaborative decision-making, and recognition of teacher contributions. Its implementation would not only foster professional growth but also enhance organizational performance and instructional quality throughout the division.

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