

DISTRIBUTED Leadership and Organizational Socialization as Determinant of Teachers Mental Health: A Convergent DESIGN

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ABSTRACT

The purpose of this study was to determine the influence of distributed leadership and organizational socialization on mental health. Mixed methods specifically convergent design was used in this study. Respondents were public elementary school teachers in Region XI. In the quantitative phase, adapted and validated survey questionnaires were employed while a validated interview guide was utilized during in-depth interview and focus group discussion on the qualitative phase. The statistical tools used to treat quantitative data were mean, standard deviation, and multiple regression analysis, while in the qualitative phase, thematic analysis was employed. Results showed that the status of distributed leadership was rated very high, while organizational socialization was rated high. The status of mental health was also rated high. Further, distributed leadership and organizational socialization significantly influence mental health. Furthermore, when public elementary school teachers feel empowered, supported, and an inclusive environment can enhance their mental health. Additionally, the theme identified from the experiences that shape their belief was focused on maintaining a healthy mindset to support overall well-being. Moreover, openness to learning was the theme created from the experiences that shape their attitude.

KEYWORDS: *Educational leadership, teachers, distributed leadership, organizational socialization, Philippines*

INTRODUCTION

Mental health is a state of internal balance that occurs when individuals demonstrate the ability to recover from adversity, maintain emotional stability, experience physical and mental recovery, and perform well in psychological and social aspects of life (Jimenez 2021). The study conducted by Ferguson et al.

(2022) revealed a low level of mental health among teachers. Teachers experience significant stress such as overwhelming work responsibilities, student behavioral issues, and lack of support in the workplace. Moreover, Yang et al. (2019) reported a deterioration of mental health of teachers. The deterioration in mental health of teachers was linked to social isolation, overload of responsibilities, hostility, and psychoticism.

In China, Fang et al. (2023) found that low level of mental health of teachers. Among 1025 teachers revealed 25.17 percent had possible mental problems. Teachers shown emotional instability, difficulty of performing well, such as frequent sadness, hostility, loss of interest, and anxiety. Further, in Poland, the study conducted by Jakubowski and Sitko-Dominik (2021) found out a preclinical distress level of mental health of teachers. This shown that 45.52 percent of teachers were stress, 46.90 percent experienced anxiety, and 44.14 percent were depressed.

In the Philippines, the study conducted by Tumalon (2020) showed that 17.70 percent of teachers and 23.92 percent of school heads were at deteriorating level of mental health. Teachers and administrators experienced unexpectedly increased workload, additional tasks beyond teaching, and financial burden. Moreover, teachers who work in a stressful atmosphere are more likely to get depressed, leading to physical and mental health issues. In addition, Violago and Fabella (2023) revealed 59 percent of teachers obtained a declining mental health status. Teachers reported heavy workloads that lead to mental fatigue, lack of institutional support or time for self-care, emotional exhaustion, and external pressure.

Moreover, in Davao de Oro, Region XI the study of Clarion and Palarisan (2023) found out that teachers showed a low level of mental health such as 43.0 percent were depression, 68.0 percent experienced anxiety, and 32.3 percent were stressed. Teachers reported that they experienced these mental health issues due to social pressure, work-life imbalance, limited resources, adjustment, and heavy workloads. According to the study by Al Lily et al. (2020) the deteriorating level of mental health of teachers may make it more difficult for them to provide effective lessons.

Several studies have been conducted which found to be in bivariate in nature like focusing on the relationship between distributed leadership and teacher mental health (Liu et al., 2022), as well as organizational socialization

and teacher mental health (Frögéli et al., 2022). The current study was multivariate dealing on distributed leadership and organizational socialization as determinants of teacher mental health. The study yielded valuable information that school administrators can utilize to create teacher-improvement initiatives. Teachers can also utilize the data for certain dimensions that would be appropriate for level of instruction.

Research Questions

1. What is the status of distributed leadership, organizational socialization, and mental health?
2. Do distributed leadership and organizational socialization significantly influence mental health?
3. To what extent do the qualitative findings corroborate with the quantitative

METHODS

Research Design. This study employed a mixed methods approach, specifically convergent design. Mixed methods design involves collecting and mixing or integrating quantitative and qualitative data in a study (Mertens, 2019). Also, mixed methods design involves gathering both qualitative and quantitative data in response to research questions or hypotheses. It focuses on gathering, analyzing, and mixing both data to produce a better understanding of research problems than either strategy alone since the mixing of methodologies enhance the study's outcomes and further explain the study's results (Anguera et al., 2019). This study adopts a convergent design which is the most appropriate approach for thorough exploration of the influence of distributed leadership and organizational socialization on the mental health of public elementary school teachers in Region XI.

Research Participants. The quantitative phase involved 370 public elementary school teachers from Region XI selected through simple random sampling (Azeem, 2022). Respondents represented the provinces and cities of Region XI and were required to be full-time teachers with at least three years of teaching experience. Those who did not meet these criteria were excluded.

The qualitative phase included 17 public elementary school teachers from Region XI, comprising 10 participants for in-depth interviews (IDI) and 7 for focus group discussions (FGD). Participants were selected based on the same

inclusion criteria and were different from those in the quantitative phase. Their responses were analyzed to identify themes reflecting their lived experiences

Research Instruments. The quantitative phase utilized three adapted questionnaires: Distributed Leadership (Hulpia et al., 2009), Organizational Socialization (Madurai et al., 2008), and Teachers' Mental Health (Jimenez, 2021). All instruments underwent content validity and reliability evaluation by experts to ensure the appropriateness, clarity, objectivity, and cross-cultural validity of the items. The qualitative phase employed a researcher-developed semi-structured interview guide for the in-depth interviews (IDI) and focus group discussions (FGD). The guide was validated by a panel of experts, and their recommendations were incorporated into the final instrument. The interviews generated the data used for the phenomenological analysis (Creswell, 2014).

Data Gathering Procedure. Data collection for the quantitative and qualitative phases was conducted simultaneously after securing approval from the Graduate School Dean, ethical clearance from the University of the Immaculate Conception Research Ethics Committee (UIC-REC), and permission from the Schools Division Superintendents in Region XI.

Statistical Tools. Mean and standard deviation were used to determine the levels and variability of distributed leadership, organizational socialization, and teachers' mental health. Pearson's r examined the relationships among the variables, while multiple regression analysis identified the significant predictors of teachers' mental health. The qualitative data from the FGDs and IDIs were transcribed, coded, and analyzed using thematic analysis. The researcher conducted data reduction, generated initial codes, grouped them into categories, developed themes, and reviewed their coherence and distinctiveness to accurately represent participants' lived experiences.

Ethical Considerations. The researcher ensured that all ethical criteria were complied with. This research protocol underwent a thorough review by the University of Immaculate Conception Research Ethics Committee.

RESULTS

Status of Distributed Leadership

Shown in Table 1.1 is the status of distributed leadership of teachers which garnered overall mean of 4.31, describe as very high which means that distributed leadership is always manifested. More so, the standard deviation is less than 1 which implies that almost similar perception of the respondents regarding the status of distributed leadership.

Table 1.1
Status of Distributed Leadership

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Support	4.31	0.54	Very High
Supervision	4.28	0.58	Very High
Coherent Leadership Team	4.33	0.55	Very High
Overall	4.31	0.51	Very High

Status of Organizational Socialization

Reflected in Table 1.2 is the status of organizational socialization of teachers overall mean of 4.19 described as high which means the organizational socialization is oftentimes evident. Moreover, the standard deviation is 0.49 which is less than 1 which implies of a minimal range of dispersion.

Table 1.2
Status of Organizational Socialization

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
History	4.05	0.55	High
Language	4.03	0.55	High
Politics	4.21	0.56	Very High
People	4.22	0.59	Very High
Organizational Goals and Values	4.25	0.55	Very High
Performance Proficiency	4.35	0.68	Very High
Overall	4.19	0.49	High

Status of Teachers Mental Health

Shown in Table 1.3 the status of the mental health of teachers got an overall mean rating of 4.18, which means that mental health of teachers is oftentimes observed. Moreover, the standard deviation is 0.49 which is less than 1 which implies of a minimal range of dispersion.

Table 1.3
Status of Teachers Mental Health

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
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Sleep	3.79	0.63	High
Well-being	4.32	0.54	Very High
Positive Mental Health	4.25	0.56	Very High
Bouncing Back	4.16	0.58	High
Overall	4.18	0.49	High

Significance of the Influence of Distributed Leadership and Organizational Socialization on Teachers Mental Health

Shown in Table 2 was the regression analysis results, purposely to show the significant predictors of mental health of teachers. The results indicate that distributed leadership and organizational socialization significantly predict mental health with a p-value of less than 0.05.

Furthermore, the findings were apparent in the regression analysis results, where 52.8 percent of the variance of mental health was explained by the two independent variables as indicated by $R^2 = 0.528$. This means that 47.2 percent of the variation can be attributed to other factors besides the two independent variables.

Table 2
Significance of the Influence of Distributed Leadership, and Organizational Socialization on Teachers Mental Health

	Standardized Coefficients Beta	T	p-value	Remarks
Distributed Leadership	0.2209	4.8027	<.001	Significant
Organizational Socialization	0.5680	12.3525	<.001	Significant
R=0.7271, R-square=0.5286, P value= <.001				

Joint Display of Salient Quantitative and Qualitative Findings

Shown in Table 5 the joint display of the salient quantitative and qualitative findings of distributed leadership, organizational socialization of public elementary teachers in Region XI and how these variables influenced their mental health. The table has four major parts: aspect of point, quantitative findings, qualitative findings, and nature of integration. Additionally, the qualitative and quantitative findings were compared for similarities and differences and integrated to make a complete result relevant to the converging ideas generated from the two strands. In the merging analysis, the focus is the nature of data integration, which describes the merged quantitative and

qualitative findings. However, the diverging analysis is the unique or opposing viewpoints or themes in participant responses, that describes the diverging quantitative and qualitative results.

Table 5
Joint Display of the Salient Qualitative and Quantitative Findings

Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Distributed Leadership	Table 1.1 on Distributed Leadership, under the indicator Coherent Leadership Team specifically on the item knowing which tasks they have to perform (M=4.31,SD=0.63).	Table 3 on LivedMerging-Conve Experiences with an rging essential theme sharing decision making.	
	Table 1.1 on Distributed Leadership, under the indicator Support specifically on the item looks out for the personal welfare of teachers (M=4.30,SD=0.69).	Table 3 on LivedMerging-Conve Experiences with an rging essential theme supporting teacher well-being through a holistic approach.	
Organizational Socialization	Table 1.2 on Organizational Socialization, under the indicator People on the item in work group seen as “one of the gang” (M=4.16,SD=0.71)	Table 3 on LivedMerging-Conve Experiences with an rging essential theme thriving in a supportive and encouraging workplace.	
	Table 1.2 on Organizational Socialization, under the indicator People on the item friends of their co-workers (M=4.45,SD=0.62).	Table 3 on LivedMerging-Conve Experiences with an rging essential theme Fostering Trust.	
Teachers Mental Health	Table 1.3 on Mental Health, under the indicator Well-Being on the item had warm and trusting relationships with others (M=4.25,SD=0.66)	Table 3 on LivedMerging-Conve Experiences with an rging essential theme Fostering Trust.	
	Table 1.3 on Mental Health, under the indicator Well-Being on the item can easily fall asleep, staying asleep, or getting enough sleep (M=4.18,SD=0.80).	Table 3 on Lived Merging-Diver Experiences with an ging essential theme Feeling overwhelmed by work responsibilities.	
Influence of Distributed Leadership, and Organizational Socialization on Teachers Mental Health	Distributed Leadership significantly influence teachers mental health as seen in the p-value which is less than .05 and a standardized beta coefficients of 0.2209.	Table 3 on LivedMerging-Conve Experiences with an rging essential theme supporting teacher well-being through a holistic approach.	

DISCUSSION

Status of Distributed Leadership

The study revealed that the level of distributed leadership among school heads was very high, indicating that distributed leadership is consistently practiced in Region XI. This suggests a strong culture of shared leadership, collaboration, and collective responsibility that promotes unity and common goals among teachers. These findings are consistent with Aboudahr and Liu (2019), who emphasized the value of leadership support and shared purpose, and Lund (2021), who highlighted collaboration, participation, and effective communication as key features of distributed leadership.

The coherent leadership team dimension obtained a very high rating, reflecting effective communication, shared responsibilities, and coordinated leadership. These findings are consistent with Montebello (2022) and Maru et al. (2023), who noted that coherent leadership teams strengthen teacher support, collaboration, and shared accountability.

The supervision dimension was rated very high, showing that school heads consistently monitor teacher performance and instructional effectiveness. This supports Harris (2020) and Holmes et al. (2021), who emphasized that effective supervision sustains high performance, supports professional growth, and enhances organizational effectiveness.

Status of Organizational Socialization

The study found that organizational socialization among teachers in Region XI was high, indicating that teachers generally understand and adapt to their schools’ goals, expectations, and culture. This finding is consistent with Coldwell et al. (2019) and Liao et al. (2022), who reported that effective organizational socialization strengthens commitment and improves workplace performance.

Performance proficiency received a very high rating, indicating that teachers possess the knowledge and skills needed to perform their professional responsibilities effectively. This is consistent with Tseng et al. (2022) and

Rivaldo and Nabella (2023), who concluded that organizational socialization improves employees' competence and job performance.

The language dimension also received a high rating, indicating that teachers are well acquainted with school terminology, abbreviations, and communication practices. This finding aligns with Dzogovic et al. (2022) and Eisenberg et al. (2021), who highlighted the importance of shared organizational language in promoting effective communication and performance.

Status of Teachers Mental Health

The study found that the overall level of teachers' mental health was high, indicating that teachers in Region XI generally maintain good mental health despite work-related pressures. This suggests that their coping strategies, support systems, and work environments promote resilience. These findings are consistent with Clarion and Palarisan (2023) and Violago and Fabella (2023), who emphasized the importance of effective coping mechanisms in maintaining teachers' mental health.

The well-being dimension received a very high rating, reflecting teachers' emotional balance, vitality, and engagement in life. This is consistent with Hale et al. (2020) and Berry (2023), who reported that teacher well-being enhances instructional effectiveness and students' social-emotional development.

The sleep dimension was rated high, indicating that teachers generally experience adequate sleep, which supports stress management, focus, and classroom effectiveness. This finding aligns with Kim et al. (2021) and Zhang et al. (2023), who associated good sleep quality with improved health, emotional regulation, and daily functioning.

Significance of the Influence of Distributed Leadership and Organizational Socialization on Teachers Mental Health

Particularly, it shows that distributed leadership on mental health has generated a p-value that is less than .05 and a positive standardized beta value of 0.220. This denotes that the regression weight for distributed leadership as determinant of mental health is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in the level of distributed leadership, there is a corresponding increase in mental health by .0220. This result implies that distributed leadership contributes to teachers' mental health.

Consistent with the current result, there is a significant relationship between distributed leadership and the mental health of teachers. This result concurs with the study of Liu et al. (2020), who pointed out that delegation of responsibility improves self-confidence, performance, motivation, and trust of employees. In addition, Islam (2019) emphasized that distributed leadership fosters a collaborative and supportive school atmosphere that can further enhance teachers' mental health by encouraging that outside of formal roles to step up when necessary.

Also, organizational socialization determinant of mental health was found to be significant with a p-value less than 0.05 and a positive standardized beta value of .568. The finding means that for every unit increase in organizational socialization, there is a corresponding increase in mental health by .0568. This finding suggests that organizational socialization directly affects the teachers' mental health.

The result aligns the study of Coldwell et al. (2019) that organizational socialization has a favorable impact on attitudes of individuals, thoughts, and behaviors, which are critical elements of mental health. Similarly, Dai and Fang (2023) which found that organizational socialization affects teachers' mental health, allowing them to take more initiative, reduce uncertainty, and increase their self-confidence.

Joint Display of Salient Quantitative and Qualitative Findings

This study used a merging approach to integrate quantitative and qualitative findings. The results showed converging (confirmation) where both datasets supported one another and diverging (complexity) where qualitative findings provided additional perspectives (Fetters et al., 2013; Kottova, 2015; Bari et al., 2022).

Distributed Leadership. The quantitative and qualitative findings converged on the Coherent Leadership Team dimension, particularly teachers' clear understanding of their roles, which aligned with the theme sharing decision-making. Effective orientation by school leaders promoted collaboration and the achievement of shared goals, consistent with Gi-Garcia et al. (2019) and Wilson Heenan et al. (2023).

Similarly, the Support dimension converged with the theme supporting teacher well-being through a holistic approach, indicating that school leaders consistently promoted teachers' physical, emotional, and mental well-being. This finding supports Meidelina et al. (2023) and Bagdziūnienė et al. (2022).

Organizational Socialization. For the People dimension, the item *being seen as one of the gang* converged with the theme thriving in a supportive workplace, suggesting that trust and belonging enhance teacher morale and collaboration. This is consistent with Dirks and De Jong (2022) and Balgopal et al. (2020). Likewise, the item *being friends with coworkers* aligned with the theme fostering trust, supporting the findings of Chen et al. (2024) and Langreet (2024) on the value of strong workplace relationships.

Teachers' Mental Health. The Well-being indicator converged with the theme fostering trust, showing that warm and trusting relationships promote teachers' mental health and well-being. This finding is supported by Blair et al. (2024) and Gadermann et al. (2023). However, a diverging finding emerged for the sleep-related item, where teachers associated falling asleep easily with feeling overwhelmed by work responsibilities, consistent with Iraldo (2024) and Pastier et al. (2022).

Influence of Distributed Leadership and Organizational Socialization on Teachers' Mental Health. The integrated findings confirmed that distributed leadership and organizational socialization significantly contribute to teachers' mental health by promoting collaboration, support, and a positive work environment. These findings support Bass's (1985) Transformational Leadership Theory, Blau's (1964) Social Exchange Theory, and the studies of De Nobile and Bilgin (2022), which emphasize that supportive leadership and positive workplace relationships enhance teachers' well-being, job satisfaction, and resilience.

The study found that distributed leadership among school heads was very high, organizational socialization was high, and teachers' mental health was also high. Moreover, both distributed leadership and organizational socialization significantly influenced teachers' mental health in Region XI, highlighting the importance of collaborative leadership and supportive workplace relationships in promoting teacher well-being.

The qualitative findings revealed that teachers' mental health is shaped by their workplace experiences. The major themes included shared decision-making, a supportive work environment, trust, manageable workloads, self-care, work-life balance, and holistic well-being. Despite heavy responsibilities, teachers remained committed to their students while emphasizing the need for organizational support that promotes resilience, continuous learning, and positive mental health.

Finally, the integration of the quantitative and qualitative findings showed strong convergence, confirming that supportive leadership and positive organizational socialization contribute to better teacher mental health. However, the finding that teachers easily fall asleep due to exhaustion suggests that excessive workloads remain a challenge, underscoring the need for better workload management to safeguard teachers' well-being and effectiveness.

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