

DISTRIBUTED Leadership and Teacher Self-Efficacy as Antecedents of the Teacher Leadership of Senior High School Teachers in Region XI: An Explanatory Sequential APPROACH

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ABSTRACT

This study determined the significant influence of distributed leadership and teacher self-efficacy on teacher leadership among senior high school teachers in Region XI, using a mixed methods approach, particularly the explanatory sequential design. In the quantitative phase, 300 respondents were purposively selected from public senior high schools in the Davao Region. The qualitative phase involved in-depth interviews and focus group discussions with selected participants from the quantitative group to explore and validate the findings further. Adapted, validated, and reliability-tested questionnaires, along with an interview guide derived from the quantitative results, were utilized. Quantitative data were analyzed using descriptive statistics, Pearson *r*, and multiple regression analysis, while qualitative data were subjected to thematic analysis. Results showed that levels of distributed leadership, teacher self-efficacy, and teacher leadership were high. Both distributed leadership and teacher self-efficacy had a significant relationship with and influence on teacher leadership. The qualitative findings affirmed and expanded upon the quantitative results, highlighting how collaborative practices and confidence in teaching roles foster teacher leadership. The integration of data revealed connecting-confirmation and connecting-expansion types, illustrating the complementary nature of the two phases in understanding the dynamics of teacher leadership in the region.

KEYWORDS: *Distributed leadership, teacher self-efficacy, teacher leadership, explanatory sequential design, Philippines*

INTRODUCTION

The impact of teacher leadership extends beyond the immediate

classroom setting. Teacher leaders often serve as advocates for evidence-based instructional practices and innovation, encouraging their peers to adopt effective teaching strategies and remain abreast of the latest educational research (Tschannen-Moran & Tschannen-Moran, 2021). Moreover, they play a significant role in fostering a positive and collaborative school culture, contributing to a more cohesive learning community that prioritizes continuous improvement and teacher professional growth (Grossman, Cohen, & Spillane, 2021).

In America, a study revealed that teachers often have demanding workloads, including classroom teaching, lesson planning, grading, and extracurricular responsibilities. Taking on additional leadership roles can add to their workload, leading to time constraints and potential burnout (Lee, 2021). Additionally, within the traditional educational framework, teachers often perceive their primary role as educators responsible for the transmission of information to their students, leading to a narrow view of their professional identity. This self-perception can create limitations in their capacity to fully embrace and develop a robust leadership identity within the teaching context. As a result, some educators may hesitate to take on leadership roles or may not recognize their potential to influence educational practices beyond their classrooms (Koty, 2020). In Hong Kong, teachers perceive that leadership roles are not adequately recognized or rewarded in terms of career advancement or compensation, leading to a lack of motivation to pursue such positions (Hui & Lo, 2019). While, in Taiwan the availability of professional development programs focused on nurturing teacher leadership skills are limited, making it difficult for teachers to develop the necessary competencies (Hallinger & Wang, 2015).

In the Philippines, specifically in Antique, a study revealed that the majority of teachers do not see themselves as leaders primarily because they perceive their roles as confined to the classroom, while they associate leadership exclusively with principals. This traditional hierarchical structure, where principals hold the leadership authority and teachers are expected to follow directives, significantly influences their perception of leadership (Bual & Madrigal, 2021).

Locally, a study conducted among junior high school teachers in Region XI showed that teachers refuse to take leadership roles because they perceived it as an additional work load and they are discouraged by the idea of teacher seniority in promotion (Gonday, 2019). Moreover, Blas and Guhao (2023) found

that there were significant findings on how types of leadership affect teacher engagement. This means that teachers are more engaged when leaders are actively involved in leadership.

Numerous studies have demonstrated the benefits of teacher leadership in terms of school reform, student achievement, learner engagement, organizational efficacy, and teacher self-efficacy (Angelle & Teague, 2014; Wan et al., 2018). Moreover, Jackson and Kelley (2019) exposed that teacher leadership supports ongoing professional growth through peer coaching, mentoring, and collaborative learning. And teacher leaders can influence a positive school climate by fostering collaboration, trust, and open communication among colleagues.

Although a recent study conducted in a different context explored the causes and effects of teacher leadership, including the importance of trust, teacher self-efficacy, and instructional practice using structural equation model and consequences of teacher leadership (Kılınç et al., 2021), and assessment on the antecedents and consequences of teacher leadership using partial least squares analysis (Ding & Thien, 2022), there is a lack of clear findings regarding the impact of distributed leadership and self-efficacy on teacher leadership in the Philippine context. Therefore, this research project has the potential to contribute new database information to the existing literature on this phenomenon.

This study had the potential to provide valuable insights to school administrators in developing teacher leadership through the lens of distributed leadership and self-efficacy. The anticipated findings of this research informed DepEd officials and administrators and institutional organizations in implementing extensive training workshops and seminars that fostered teacher leadership within the institution. The study's results, findings, and implications of the study were communicated and made accessible to the public through publication in appropriate journals, Learning Action Cells, and by including this in the Mid-Year Performance Review and Evaluation as an intervention to enhance school management, as well as inculcating this framework to school heads as a method of distributing responsibilities.

Research Questions

1. What is the status of distributed leadership, teacher self-efficacy, and teacher leadership of the senior high school teachers in Region XI?
2. Do distributed leadership and teacher self-efficacy significantly influence teacher leadership?

3. How do the qualitative data explain the quantitative results?

METHODS

Research Designs. This study employed a mixed methods explanatory sequential design. The quantitative phase used a descriptive correlational design to examine the relationships among distributed leadership, teacher self-efficacy, and teacher leadership without manipulating the variables. The qualitative phase employed phenomenology to explore participants' lived experiences and provide deeper explanations of the statistical results. Overall, the explanatory sequential design provided a comprehensive understanding of the relationships among the variables and generated practical recommendations for strengthening teacher leadership in the educational context.

Research Locale. The study took place in Region XI, also known as Davao Region, located in the southern part of Mindanao. Davao Region comprised five provinces: Compostela Valley, Davao del Norte, Davao Oriental, Davao del Sur, and Davao Occidental. It is home to six cities, namely Davao, Digos, Mati, Panabo, Samal, and Tagum. Region XI, also known as the Davao Region, was an ideal location for this study on distributed leadership, teacher self-efficacy, and teacher leadership for several key reasons.

Research Participants. During the quantitative phase of the study, public senior high school teachers were the respondents of the study. a total of 300 participants were involved, specifically instructors from public senior high schools located in Region XI.

For the qualitative component of the study, a total of seventeen (17) teachers have taken part in in-depth interviews, and focus group discussions. Ten teachers for IDI and seven teachers for the FGD. The selection process for schools to participate in the study will be conducted using universal sampling, while purposive sampling will be used to select the teachers themselves.

Research Instruments. In this study, the researcher utilized a total of three sets of questionnaires to gather data from the respondents. These surveys were adapted, changed, and validated as needed to make sure they were appropriate for the study setting. A total of five panel of experts validated the content as part of this procedure. These survey questions underwent pilot testing in order to assess

the reliability for the next study.

Data Collection. The researcher sought approval and endorsement from the Dean of the Graduate School at the University of the Immaculate Conception. A copy of the research proposal also was submitted for ethical assessment to the office of the UIC Research Ethics Committee. After receiving ethical approval, the researcher obtained permission from the Regional director, and to the different schools' division superintendent in Region XI. Lastly, the researcher discussed the specifics of the study to the participants who were fit in the criteria set to identify the data collection dates without disrupting the classes of the teachers.

Data Analysis. The quantitative data collected was analyzed using descriptive statistics, Pearson correlation coefficient (r), and regression analysis. Descriptive statistics were used such as the Mean, Standard Deviation, and Multiple Regression Analysis. While the qualitative data collected was analyzed using the in-depth interviews and focus group discussions were transcribed in a sequential manner. Thematic analysis was employed to analyze the transcribed data. And then the quantitative and qualitative data were integrated.

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

Table 1.1 shows the status of distributed leadership of the teachers in Region XI as perceived by senior high school teachers. The data show an overall mean score of 4.21 described as very high. The results implies that distributed leadership is always manifested. This indicates that the teachers consistently displayed the capacity to take leadership in a divided manner to accomplish tasks. Moreover, the standard deviation of 0.47 indicates a relative dispersion of responses, implying a substantial consensus among the senior high school teachers.

In terms of the influence of the distributive leadership of the teachers, the results reveal a category mean of 4.38 described as very high.

Table 1.1

Status of Distributed Leadership	Mean	SD	Description
Influence	4.38	0.53	Very High
School Structure	4.26	0.52	Very High
Strategic Vision	4.34	0.59	Very High
Values and Beliefs	4.28	0.55	Very High
Collaboration and Cooperation	4.32	0.51	Very High
Decision Making	4.36	0.56	Very High
Responsibility and Accountability	4.33	0.53	Very High
Initiatives	4.28	0.62	Very High
Overall Mean	4.32	0.47	Very High

The teachers rated the category *School Structure* with a very high mean rating of 4.26 and SD 0.52, which means that it is always manifested. *Strategic Vision* category has an overall mean of 4.34 described as very high, and SD of 0.59. For *Values and Beliefs*, the respondents rated this category with a very high mean rating of 4.28, and SD of 0.55, which means that it is always manifested. Meanwhile, for *Collaboration and Cooperation*, the overall mean for this category is 4.32 and SD 0.51, which is considered very high. The *Decision Making* category received a very high mean rating of 4.36, and SD of 0.56 from the respondents, indicating that it is always manifested. For *Responsibility and Accountability*, this category's overall mean is 4.33 and SD of 0.53, which is regarded as very high. Lastly, the *Initiatives* category received a very high mean rating of 4.28, SD of 0.62 from the teachers, indicating that it is always manifested.

Status of Teacher Self-Efficacy

Table 1.2 presents the Teacher Self-Efficacy of Senior High School Teachers in Region XI. The data reveal an overall mean score of 4.21, which is classified as Very High, suggesting that teacher self-efficacy is consistently evident among the respondents. This result indicates that teachers regularly demonstrate the capacity to take on leadership roles in a collaborative manner to achieve tasks and goals. Additionally, the standard deviation of 0.50 reflects a fair dispersion of responses, indicating a substantial level of agreement among the teachers.

Table 1.2

Status of Teacher Self-Efficacy	Mean	SD	Description
Efficacy to influence decision-making	4.12	0.68	High

Efficacy to influence school resources	4.08	0.75	High
Instructional Self-Efficacy	4.22	0.51	Very High
Disciplinary self-efficacy	4.29	0.54	Very High
Efficacy to engage enlist parental involvement	4.33	0.62	Very High
Efficacy to enlist community involvement	4.18	0.61	High
Efficacy to create a positive school climate	4.29	0.47	Very High
Overall Mean	4.21	0.50	Very High

The teachers gave the category *Efficacy to influence decision-making* a high mean value of 4.12 and SD of 0.68, indicating that it is oftentimes evident. The *Efficacy to influence school resources* category's total mean is 4.08 and SD of 0.75, which is classified as high and oftentimes manifested. Further, for *Instructional Self-Efficacy*, the respondents rated this category with a very high mean rating of 4.22 and SD of 0.51, which means that it is always evident. *Disciplinary self-efficacy* category's total mean is 4.08 and SD is 0.54, which is classified as high and oftentimes manifested. For *Efficacy to engage enlist parental involvement*, the teacher participants gave the category a high mean value of 4.33 and SD 0.62, indicating that it is always evident. For *Efficacy to enlist community involvement*, the overall mean score for this category is 4.18 and SD 0.61, which falls under the classification of high and indicates that it is oftentimes evident. *Efficacy to create a positive school climate* category garnered the total mean score for this category is 4.29 and SD of 0.47, indicating a very high rating and suggesting that it is always evident.

Status of Teacher Leadership

Table 1.3 illustrates the status of teacher leadership in Region XI, as perceived by senior high school teachers. The overall mean score of 4.32 is classified as very high, indicating that teacher leadership is consistently demonstrated. This suggests that teachers frequently show the capability to take on leadership roles to accomplish tasks. Furthermore, the standard deviation of 0.47 reflects a relatively low variation in responses, indicating a strong agreement among the senior high school teachers.

Table 1.3
Status of Teacher Leadership

Status of TeacherLeadership	Mean	SD	Description
Sharing Expertise	4.30	0.51	Very High
Sharing Leadership	4.27	0.51	Very High
Supra-practitioner	4.24	0.65	Very High

Principal Selection	4.28	0.55	High
Overall Mean	4.32	0.47	Very High

For *Sharing Expertise*, teachers demonstrated a very high level of sharing expertise is 4.30 and SD is 0.51. A for *Sharing Leadership*, this dimension also received a very high rating 4.27 and SD of 0.51 as well. Meanwhile, *Supra-practitioner indicator* exhibited a very high level of supra-practitioner behavior 4.24 and SD 0.65. The *Principal Selection* dimension received a high overall rating 4.28 and SD 0.55.

Significance of the Influence of Distributed Leadership and Teacher Self-Efficacy to Teacher Leadership

Table 2 shows the significant relationship of the observed variables in the study: distributed leadership (DL), teacher self-efficacy (TSE), and teacher leadership (TL) of public senior high school teachers in the public senior high schools in Region XI. It can be gleaned that the antecedents distributed leadership and teacher-self efficacy are significant with the p-value of 0.000 below the significance level of 0.05. This indicates that the senior high school teachers’ distributed leadership and teacher self-efficacy significantly correlates with the level of teacher leadership of public senior high school teachers.

Table 2
Significance of the Influence of Distributed Leadership, and Teacher Self-Efficacy to Teacher Leadership

Variables	Teacher Leadership			Remarks
	t	p-value		
Distributed Leadership	.532	12.558	.000	Significant
Teacher Self-Efficacy	.392	9.244	.000	Significant
Holistic Model				
r ²	.754			
F-value	501.88			
p-value	.000			
Remarks	Significant			

Joint Display of Salient Points Quantitative and Qualitative Results

The joint results of the quantitative and qualitative strands for the variables—distributive leadership, teacher self-efficacy, and teacher leadership—are shown in Table 3. Also presented is the nature of integration for each indicator.

Table 3
Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Distributive Leadership	<i>Influence</i> School organization is having influence on organizational structure. Mean: 4.42 Very High SD: 0.63	Participants confirmed that the school organization plays a strong role in shaping the organizational structure. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>School Culture</i> There are formally agreed leadership roles. Mean: 4.33 Very High SD: 067	Participants confirmed that agreed leadership roles are consistently observed in school culture. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Strategic Vision</i> Strategic development as a learning organization. Mean: 4.39 Very High SD: 0.67	Participants confirmed that schools are seen as evolving learning organizations. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Values and Beliefs</i> Setting High standards for Professionals. Mean - 4.35 Very High SD: 0.64	Participants confirmed that setting high expectations is part of their organizational culture. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating	Connecting-Confirmation
	<i>Collaboration and Cooperation</i> Working collaboratively to deliver school results. Mean: 4.38 Very High SD: 0.65	Participants confirmed collaborative efforts are common and encouraged among school members. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Decision Making</i> Decisions are still made by the leaders on top. Mean: 4.41 Very High SD: 0.67	Participants confirmed that although shared leadership is encouraged, major decisions are often made by top leaders. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Responsibility and Accountability</i> Feeling responsible for the performance. Mean: 4.44 Very High SD: 0.66	Participants confirmed that a strong sense of responsibility and accountability is present in their roles. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Initiatives</i> Having sufficient amount	Participants confirmed that they are encouraged to share and act on their	Connecting-Confirmation

	of freedom to contribute own ideas to improve work.	initiatives for school improvement. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	
	Mean: 4.32 Very High SD: 0.70 <i>Efficacy to Influence Decision Making</i>	Participants confirmed that they have opportunities to express their views on school matters. Based on the IDI and	Connecting-Confirmation
Teacher Self-Efficacy	Expressing views freely on important school matters. Mean: 4.08 High SD: 0.71 <i>Efficacy to Influence School Resources</i>	FGD, it could be gathered that the general assertions confirm the high rating.	
	Getting the instructional materials needed. Mean: 4.11- High SD: 0.79 <i>Instructional Self-efficacy</i>	Participants confirmed that they are provided with the materials they need for instruction. Based on the IDI and FGD, it could be gathered that the general assertions confirm the high rating.	Connecting-Confirmation
	Getting students to work together. Mean: 4.36 Very High SD: 0.65 <i>Disciplinary Self-efficacy</i>	Participants confirmed they are capable of facilitating student cooperation and group learning. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	Controlling disruptive behavior in class. Mean: 4.32 Very High SD: 0.65 <i>Efficacy to Engage Parental Involvement</i>	Participants confirmed they have confidence in managing classroom behavior effectively. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	Making parents comfortable coming to school. Mean: 4.35 Very High SD:0.65 <i>Efficacy to Enlist Community Involvement</i>	Participants confirmed that engaging parents and making them feel welcome is a shared goal. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	Getting local colleges and universities involved in working with the school. Mean: 4.23 Very High SD: 0.76	Participants confirmed that community partnerships, especially with higher education institutions, are active and encouraged. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation

	<i>Efficacy to Create Positive School Climate</i> Getting students trust their teachers and making them enjoy coming to school. Mean: 4.38 Very High SD: 0.62	Participants confirmed a strong sense of positive climate and student-teacher trust in the school. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
Teacher Leadership	<i>Sharing Expertise</i> Discussing ways to improve student learning. Mean: 4.33 Very High SD: 0.62	Participants confirmed that sharing expertise to improve student outcomes is common practice. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Sharing Leadership</i> Planning the content of professional learning activity at school. Mean: 4.36 Very High SD: 0.64	Participants confirmed that they actively participate in planning and implementing professional development. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Supra Practitioner</i> Staying willingly after school to assist administrators who need volunteer help. Mean- 4.30 Very High SD: 0.74	Participants confirmed a high level of volunteerism and willingness to help school administration beyond school hours. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
	<i>Principal Selection</i> Most teachers in leadership positions only serve because they have been Principal-appointed. Mean: 4.24 Very High SD: 0.66	Participants confirmed that most teacher leaders serve through principal appointments rather than elections. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating.	Connecting-Confirmation
Combined Influence of Distributive Leadership and Teacher Self-Efficacy on Teacher Leadership	Coefficient of determination = .754 p-value = .000	Participants confirmed that the combined influence of distributive leadership and teacher self-efficacy significantly enhances teacher leadership. Based on the IDI and FGD, it could be gathered that the general assertions align with the statistical result.	Connecting-Confirmation

The quantitative findings showed very high levels of distributed leadership, high to very high teacher self-efficacy, and very high teacher

leadership, all of which were consistently supported by the qualitative findings from the IDIs and FGDs. Participants confirmed that distributed leadership was widely practiced, teachers possessed strong confidence in their professional capabilities, and leadership was demonstrated through active participation in school initiatives and shared decision-making. Across all three variables, the nature of integration was Connecting–Confirmation, as the qualitative data consistently validated the quantitative results.

Furthermore, the combined influence of distributed leadership and teacher self-efficacy on teacher leadership was statistically significant ($\beta = .754$, $p = .000$). Participants affirmed that collaborative leadership practices and strong self-efficacy enhanced their ability to assume leadership roles, further supporting the Connecting–Confirmation integration.

DISCUSSION

Status of Distributive Leadership

The overall level of distributed leadership indicates that collaborative leadership and shared decision-making are consistently practiced among senior high school teachers in Region XI. Teachers actively participate in school leadership, fostering trust, collaboration, and school improvement. These findings are consistent with Hassanieh et al. (2020), Almodile (2025), and Wan Muda et al. (2024), who likewise reported high levels of distributed leadership across schools. The influence dimension obtained a very high mean which indicates strong teacher participation in curriculum planning, staff development, and school initiatives. This finding supports Harris et al. (2022), Chaudhary (2020), Lin (2022), Hsieh (2024), and Nguyen (2024), who emphasized that distributed leadership enhances teacher autonomy, innovation, and school effectiveness. The school culture dimension was also very high, reflecting an environment characterized by trust, collaboration, and shared responsibility. This is consistent with Almodiel (2025), Omoresemi-Ogiamien (2022), Galdames-Calderón (2023), and Plaku and Leka (2025), who found that distributed leadership strengthens collaborative school cultures and professional growth.

The strategic vision dimension received a very high rating, indicating that schools effectively communicate shared goals that guide improvement. This supports the findings of Philips et al. (2023), Sachar (2025), and Khan (2024), who highlighted the importance of a shared vision in promoting collaboration and

organizational effectiveness. The values and beliefs dimension was very high, demonstrating strong mutual respect, trust, and shared professional standards. This aligns with Briggs (2024), Tejeiro (2024), and Khan and Aurangzeb (2025), who emphasized that shared values promote inclusive leadership and school improvement.

Collaboration and Cooperation dimension also received a very high rating, indicating a culture of teamwork, shared planning, and peer support. Similar findings were reported by Rashid and Latif (2021), Salmon et al. (2020), Çoban and Atasoy (2020), Aypay and Akyürek (2021), Hickey et al. (2022), and Bradley (2020). The decision-making dimension reflected a very high level of teacher empowerment in school decisions. This finding is consistent with Awyan and Quines (2025), Wan Muda et al. (2024), and Aypay and Akyüred (2023), who highlighted shared decision-making as a core component of distributed leadership. The responsibility and accountability dimension was very high, indicating a strong culture of shared ownership and accountability. This supports the findings of Duijf et al. (2013), Holloway (2021), and Khan and Aurangzeb (2025), who found that distributed leadership strengthens responsibility, teacher morale, and school effectiveness. Finally, the initiatives dimension received a very high rating, showing that teachers feel empowered to innovate and contribute ideas for school improvement. This is consistent with Yang and Chang (2024), Gehrke and Pengelley (2020), and Zhao et al. (2021), who emphasized that distributed leadership encourages teacher initiative, professional growth, and innovation.

Status of Teacher Self-Efficacy

The study found that teacher self-efficacy among senior high school teachers was very high, indicating strong confidence in their instructional abilities, classroom management, decision-making, and engagement with parents and the community. These findings are consistent with Hiruy et al. (2021), Emiru and Gedifew (2024), and Orakcı (2023), who likewise reported very high levels of teacher self-efficacy.

Efficacy to Influence Decision Making. This dimension was rated high, reflecting teachers' confidence in contributing to curriculum development, school reforms, and administrative decisions. Similar findings were reported by Hidayat and Patras (2024), Shahzad (2017), and Seneviratne et al. (2022), who emphasized the role of self-efficacy in teacher innovation and participation in school governance.

Efficacy to Influence School Resources. Teachers also demonstrated a high level of confidence in accessing and influencing school resources. This finding supports Sangcad and Abarquez (2024), Yerdelen (2024), and Gordon et al. (2023), who highlighted the importance of resource availability and professional learning in strengthening teacher self-efficacy.

Instructional Self-efficacy. This dimension received a very high rating, indicating strong confidence in delivering effective instruction, engaging students, and applying innovative teaching strategies. The findings align with Pilos et al. (2024), Jerrim et al. (2025), Stepanović Ilić (2025), and Tabia and Binarao (2023), who linked instructional self-efficacy with improved teaching quality and student engagement.

Disciplinary Self-efficacy. Teachers exhibited a very high level of confidence in managing student behavior and maintaining classroom discipline. This is consistent with Sangcad and Abarquez (2024), Duan et al. (2024), and Kengatharan and Gnanarajan (2023), who found that higher self-efficacy contributes to effective classroom management and reduced student misbehavior.

Efficacy to Engage Parental Involvement. This dimension was also very high, indicating teachers' confidence in fostering partnerships with parents. Similar findings were reported by Buat and Limpat (2023), Chliara et al. (2024), McNamara (2019), and Maldia (2024), who emphasized the positive relationship between teacher self-efficacy, parental involvement, and teacher performance.

Efficacy to Enlist Community Involvement. Teachers reported a high level of confidence in engaging community stakeholders to support school programs. This finding is supported by Abun et al. (2022), Thomas et al. (2020), and Barni et al. (2019), who highlighted the role of teacher self-efficacy in strengthening school–community partnerships.

Efficacy to Create a Positive School Climate. Finally, this dimension received a very high rating, reflecting teachers' confidence in fostering a safe, supportive, and collaborative school environment. These findings are consistent with Pilos et al. (2024), Prado (2022), and Finch (2023), who reported that strong teacher self-efficacy contributes to positive school climate and improved student outcomes.

Status of Teacher Leadership

The study revealed that teacher leadership among Senior High School teachers in Region XI was at a very high level (overall mean = 4.24), indicating that teacher leadership is consistently practiced across schools. This finding is consistent with Yener Akman (2021), who reported very high levels of teacher leadership, self-efficacy, and performance, and with Wahid and August, who found that strong teacher leadership contributes to greater job satisfaction. Similarly, Derrington and Angelle (2013), Angelle and DeHart (2010), and a meta-analysis on teacher leadership and student achievement confirmed that strong teacher leadership is associated with collective efficacy, school improvement, and higher student achievement.

Sharing Expertise. Teachers demonstrated a very high level of sharing instructional strategies, educational research, and professional support with colleagues. These findings align with Hmelo-Silver et al. (2023), Gao and Zhang (2021), Hord (2021), and Vescio et al. (2022), who emphasized that collaboration and professional learning communities strengthen instructional practices, teacher efficacy, and student learning.

Sharing Leadership. Teachers also reported a very high level of participation in school leadership and decision-making. This finding supports Wulansari and Ayuningtyas (2025), Wassenaar, Pearce, and Lorinkova (2025), Ali and Jiang (2024), and Choi (2023), who found that shared leadership enhances organizational performance, teamwork, innovation, and teacher motivation.

Supra-Practitioner Role. Teachers exhibited a very high level of commitment beyond their formal responsibilities by supporting school projects, colleagues, and administrators. This finding is consistent with Angelle and DeHart (2010) and Angelle and Teague (2014), who reported that teachers with higher collective efficacy are more likely to assume supra-practitioner roles.

Principal Selection. Although this indicator received a high rating, many teacher leaders were appointed by principals rather than emerging informally. Nevertheless, participants noted that leadership training strengthened their leadership capabilities. These findings are consistent with Angelle and Teague (2014) and Sawalhi and Amatullah (2023), who observed that both formally appointed and informally emerging teacher leaders contribute meaningfully to school leadership.

Significance of Influence Distributed Leadership and Teacher Self-efficacy on Teacher Leadership

The study found that both distributed leadership and teacher self-efficacy significantly and positively influence teacher leadership among senior high school teachers in Region XI. When teachers are empowered with leadership opportunities and have strong confidence in their abilities, they are more likely to take on and succeed in leadership roles within their schools.

The high levels of distributed leadership observed indicate a culture of shared decision-making, accountability, autonomy, trust, and collaboration, which fosters teacher engagement and participatory governance (Song et al., 2025). Qualitative data supported these findings, revealing that teachers felt confident contributing ideas, implementing innovations, and participating in school improvement despite challenges. This aligns with Liu et al. (2021), who highlighted how distributed leadership influences teacher self-efficacy and satisfaction through supportive school cultures. Teacher self-efficacy was also shown to be a key mediator between distributed leadership and teacher leadership behaviors (Orsuwan & Siriparp, 2024), with confident teachers more likely to mentor, plan, and lead initiatives findings supported by Choi (2023) and Tschannen-Moran and Gareis (2020).

Data Integration of Quantitative and Qualitative Results

The integration of quantitative and qualitative findings in this study followed the connecting-confirmation strategy outlined by Fetters et al. (2013), where qualitative narratives reinforced and validated the statistical results. Teachers perceived themselves as empowered, capable, and influential in both instructional and organizational roles. For instance, the high quantitative scores in instructional self-efficacy and collaboration were supported by teachers' descriptions of employing student-centered strategies, collegial support, and community-based initiatives. This reflects Zhang and Liu's (2021) observation that qualitative engagement enriches quantitative data related to leadership practices and efficacy. Furthermore, the study corroborates the recommendations of Surendra (2023) and Tambolaš et al. (2023), who emphasize the value of mixed-method approaches for capturing the complexity of educational phenomena. Collectively, the integrated data portray schools where teachers feel supported, motivated, and empowered to lead.

The study found that distributed leadership, teacher self-efficacy, and teacher leadership among senior high school teachers in Region XI are all very

high, indicating these qualities are well-established and consistently practiced in schools. Distributed leadership is widely shared beyond administrators, with teachers empowered to contribute to decision-making and strategic planning. Teacher self-efficacy is strong, especially in managing classrooms, engaging parents and communities, and fostering a positive school climate. Teacher leadership is also prominent, with teachers actively sharing expertise, participating in decisions, and dedicating efforts to school improvement, despite some leadership roles being influenced by principal appointments. Statistical analysis confirmed that both distributed leadership and teacher self-efficacy significantly predict teacher leadership. Qualitative data aligned with and expanded upon these findings, highlighting the cultural and emotional aspects of leadership, such as empowerment, collaboration, mutual respect, and professional growth, which underpin effective teacher leadership in the region.

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