

IMPACT OF DISTRIBUTED LEADERSHIP ON TEACHER COLLABORATION AND PROFESSIONAL EFFICACY IN SECONDARY SCHOOLS IN THE DIVISION OF CATANDUANES

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ABSTRACT

This study investigated the impact of distributed leadership on teacher collaboration and professional efficacy among secondary school teachers in Catanduanes. Specifically, it aims to explore several key issues related to leadership, collaboration, and professional efficacy among teachers in secondary schools within the Division of Catanduanes. And seeks to determine the level of distributed leadership practiced in these schools and understand how teachers perceive the extent of collaboration within their institutions. The study also investigates the level of professional efficacy among teachers and examines whether there are significant relationships between distributed leadership and teacher collaboration, distributed leadership and professional efficacy, and teacher collaboration and professional efficacy. Finally, it aims to assess the predictive power of distributed leadership and teacher collaboration in determining teachers' professional efficacy. The study employed a quantitative research design using a descriptive-correlational method. A total of 307 secondary school teachers from various schools in Catanduanes participated in the survey. Stratified random sampling was used to ensure representation from different schools. Data were gathered through standardized questionnaires and were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis. Results showed a high level of distributed leadership, with school-wide responsibility for outcomes being the most prominent aspect. Teacher collaboration was rated "Very High," particularly in joint lesson planning, teamwork in addressing student learning needs, peer observation and feedback, and sharing instructional resources. Professional efficacy among teachers was also "Very High," with motivation for continuous improvement ranking the highest. Distributed leadership proved to be most effective in promoting teacher collaboration when it emphasized shared responsibility and teamwork rather than focusing solely on decision-making processes. Distributed leadership in terms of school-wide responsibility for outcomes demonstrated the strongest and most consistent positive correlations with all dimensions of professional efficacy, whereas shared decision-making and support for teacher leadership exhibited weaker or negligible relationships. Teacher collaboration, especially through joint lesson planning and teamwork, significantly contributes to enhancing professional efficacy. It underscores the value of collaborative practices in boosting teachers' confidence, adaptability, and motivation for continuous improvement. Regression analysis revealed that the combined impact of distributed leadership and teacher collaboration significantly influences professional efficacy, with school-wide responsibility and teamwork emerging as the most impactful factors. However, negative relationships linked to teacher leadership roles may highlight areas for improvement in leadership dynamics. The study concludes that secondary schools in Catanduanes exhibit a high level of distributed leadership, especially in promoting shared accountability through school-wide responsibility for outcomes. Teacher collaboration

is also very strong, particularly in joint lesson planning, peer feedback, and teamwork in addressing student needs. Teachers demonstrate a very high sense of professional efficacy, driven by their motivation for continuous improvement. Findings show that distributed leadership positively influences both teacher collaboration and professional

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