A SEQUENTIAL EXPLANATORY MIXED-METHODS STUDY ON THE CORRELATION BETWEEN TEACHER LEADERSHIP PRACTICES AND FACULTY MORALE

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ABSTRACT

This outlines a sequential explanatory mixed-methods study examining the correlation between teacher leadership practices and faculty morale at Brooklane College of San Francisco, Inc. The study begins with a quantitative phase, utilizing survey instruments to measure the extent of teacher leadership behaviors and faculty morale indicators such as job satisfaction, professional fulfillment, and school culture. Statistical analysis will establish the strength and significance of correlations. The subsequent qualitative phase will employ interviews and focus groups to explore teachers' perceptions of leadership practices, the role of administrative support, and the contextual factors influencing morale. By integrating quantitative breadth with qualitative depth, the study aims to provide a comprehensive understanding of how teacher leadership contributes to faculty well-being. Findings are expected to inform institutional policies, enhance professional development, and strengthen collaborative culture, thereby contributing to the broader discourse on distributed leadership and organizational climate in higher education.

Keywords: *Teacher Leadership, Faculty Morale, Distributed Leadership, Sequential Explanatory Mixed-Methods, Administrative Support, Organizational Climate, Professional Development, School Culture*

I. INTRODUCTION

Educational leadership has traditionally been associated with administrators, particularly principals, who are viewed as the primary decision-makers and instructional leaders of schools. However, contemporary scholarship has increasingly emphasized the importance of teacher leadership, which recognizes teachers as active contributors to institutional growth beyond their classroom duties. Teacher leadership encompasses practices such as mentoring colleagues, leading curriculum development, facilitating professional learning, and engaging in collaborative decision-making. This distributed model of leadership shifts away from hierarchical structures and fosters a culture of shared responsibility, professional agency, and collaboration.

Faculty morale, on the other hand, is a critical determinant of institutional success. It reflects teachers' job satisfaction, professional fulfillment, and commitment to the school's mission. High morale

contributes to improved teaching quality, stronger collegial relationships, and reduced attrition, while low morale often results in burnout, disengagement, and diminished performance. Research suggests that teacher leadership practices can significantly influence morale by empowering teachers, validating their expertise, and creating a supportive school culture. Yet, despite the growing body of literature, the specific dynamics of this relationship remain underexplored in private higher education institutions in the Philippines.

Brooklane College of San Francisco, Inc. provides a unique context for examining this correlation. As a private institution, it faces challenges related to faculty retention, workload balance, and alignment with institutional values. Understanding how teacher leadership practices affect morale within this setting is essential for strengthening organizational climate and sustaining long-term faculty engagement.

This study therefore seeks to investigate the correlation between teacher leadership practices and faculty morale using a sequential explanatory mixed-methods design. By combining quantitative measurement with qualitative exploration, the research aims to provide both statistical evidence and contextual insights, ultimately contributing to institutional improvement and the broader discourse on educational leadership.

II. METHODOLOGY REVIEW

This study adopts a sequential explanatory mixed-methods design, which integrates quantitative and qualitative approaches to provide both breadth and depth of understanding. The rationale for this design lies in its ability to first establish statistical correlations between teacher leadership practices and faculty morale, and then explain these findings through rich qualitative insights. Such integration ensures that the research captures not only the measurable relationship but also the contextual factors that influence it.

The quantitative phase will employ survey instruments structured around Likert-scale items derived from validated frameworks in the literature. Indicators of teacher leadership practices include instructional and curricular leadership, professional and school-wide leadership, and collaborative leadership. Faculty morale will be measured through job satisfaction, professional fulfillment, and perceptions of school culture. The survey will be administered to the faculty of Brooklane College of San Francisco, Inc., with purposive sampling ensuring representation across departments and teaching levels. Statistical techniques such as correlation analysis and regression modeling will be used to determine the strength and significance of relationships between variables.

Following the quantitative phase, the qualitative component will involve semi-structured interviews and focus group discussions with selected faculty members. This phase aims to explore teachers' perceptions of leadership practices, the role of administrative support, and the ways in which leadership opportunities influence morale. The qualitative data will be analyzed thematically, allowing patterns and narratives to emerge that explain the statistical results.

Integration of findings will occur during the interpretation stage, where qualitative insights will be used to contextualize and elaborate on quantitative correlations. This methodological approach ensures a comprehensive understanding of the phenomenon, balancing empirical rigor with contextual depth. Ultimately, the design provides actionable insights for institutional improvement while contributing to the broader discourse on teacher leadership and organizational climate in higher education.

III. THEORETICAL FRAMEWORK

This study is grounded in a blended theoretical framework that integrates perspectives from Western, Asian, and Filipino traditions to explain the correlation between teacher leadership practices and faculty morale. At its core, **Distributed Leadership Theory** (Spillane, 2006; Harris & Spillane, 2008) emphasizes that leadership is not confined to administrators but shared across the organization. By empowering teachers to mentor peers, lead curriculum initiatives, and collaborate in decision-making, schools foster collective responsibility and collegial trust, which are essential for sustaining morale.

Complementing this, **York-Barr and Duke's (2004) Teacher Leadership Model** highlights leadership as a set of practices rather than a formal position. Their framework underscores how teachers influence beyond the classroom through professional development and school-wide contributions, directly enhancing job satisfaction and professional fulfillment.

From an Asian perspective, **Sergiovanni's (1992) Moral Leadership** stresses integrity and ethical responsibility as central to effective leadership. Applied to teacher leadership, this lens suggests that when teachers act as moral guides and role models, they cultivate respect and harmony, reinforcing faculty morale.

Finally, the Filipino concept of **Sikolohiyang Pilipino**, particularly *pakikipagkapwa* (Enriquez, 1994), enriches the framework by emphasizing fellowship and shared identity. Leadership practices that promote collaboration and mutual support resonate deeply with this cultural value, strengthening social bonds and enhancing morale within the faculty community.

Taken together, these perspectives suggest that faculty morale is most effectively enhanced when leadership is distributed, morally grounded, and culturally attuned to values of collaboration and fellowship. This integrated framework provides a comprehensive lens for examining how teacher leadership practices shape organizational climate at Brooklane College of San Francisco, Inc.

IV. RELATED LITERATURE REVIEW AND STUDIES

(INTERNATIONAL)

Recent international scholarship underscores the growing importance of teacher leadership in shaping school culture and faculty morale. Harris, Jones, and Ismail (2025) emphasized that distributed leadership practices—such as mentoring, curriculum innovation, and collaborative decision-making—are strongly associated with improved organizational climate and teacher well-being, particularly in schools adapting to digital transformation and post-pandemic recovery. Similarly, Wood (2020) highlighted that while teacher leadership practices are globally consistent, their impact on morale is shaped by cultural norms and administrative structures, with Scandinavian schools emphasizing collaborative trust and Asian contexts focusing on moral leadership and respect for hierarchy.

Building on this, the International Study of Teacher Leadership (Webber, Conway, & van der Vyver, 2023) revealed that teacher leaders enhance morale by strengthening professional identity, fostering collegiality, and bridging gaps between faculty and administration. Their findings further stress that recognition and institutional support are critical mediating factors in sustaining morale. Post-pandemic studies (2021–2024) also confirmed that schools with strong teacher leadership structures adapted more effectively to remote learning, with faculty reporting higher levels of collaboration and reduced burnout compared to institutions lacking distributed leadership.

Emerging trends from 2024 to 2025 extend these insights, showing that digital leadership practices ease technology integration, equity-focused leadership promotes inclusion, and global collaboration networks foster a sense of professional community across borders. Collectively, these studies affirm that teacher leadership consistently correlates with higher faculty morale, though the strength of this relationship depends on administrative support, cultural values, and institutional context.

(LOCAL)

In the Philippine educational landscape, recent studies highlight both the challenges and opportunities of teacher leadership in shaping faculty morale. España (2024) emphasized that conventional leadership frameworks often concentrate authority on principals, leaving teachers with limited participation in school development initiatives. This lack of empowerment has been linked to reduced morale, underscoring the need to promote teacher leadership through reforms such as the K–12 curriculum and targeted leadership training.

Building on this, Purisima (2025) examined how the dynamism and ethos of educational leaders influence teacher motivation and well-being. His thematic review revealed that leadership styles grounded in respect, collaboration, and recognition significantly improve teachers' morale, enabling them to pursue professional goals with greater commitment. This finding resonates with the broader discourse on distributed leadership, suggesting that morale is strengthened when teachers are valued as partners in decision-making rather than passive implementers of administrative directives.

Similarly, Irinco (2025) explored transformational leadership in Philippine schools, focusing on practices such as personalized mentorship, emotional support, and empowerment. His study found that these leadership features foster a positive organizational culture, which in turn enhances teacher productivity and morale. The emphasis on individualized consideration highlights the importance of relational leadership in sustaining faculty engagement and satisfaction.

Taken together, these local studies affirm that teacher leadership and supportive leadership styles are critical to improving faculty morale in Philippine schools. They converge on the idea that morale is not only shaped by workload and resources but also by the extent to which teachers are empowered, recognized, and supported in leadership roles. This body of research provides a strong foundation for examining the correlation between teacher leadership practices and faculty morale at Brooklane College of San Francisco, Inc., where contextual factors unique to private higher education may yield new insights.

V. CHALLENGES AND CRITICAL CONSIDERATIONS

Conducting a sequential explanatory mixed-methods study on teacher leadership and faculty morale at Brooklane College of San Francisco, Inc. presents several challenges and critical considerations. First, ensuring the validity and reliability of survey instruments is essential, as poorly designed measures may weaken the accuracy of quantitative findings. Second, participant bias poses a risk, since teachers may provide socially desirable responses rather than candid reflections, particularly in a private institutional setting where administrative dynamics influence perceptions. Third, the qualitative phase requires careful facilitation to encourage openness, as faculty may hesitate to discuss morale issues or critique leadership practices. Additionally, integrating quantitative and qualitative data demands methodological rigor to avoid misinterpretation or overgeneralization. Ethical considerations, such as confidentiality and informed consent, are also paramount to protect participants' trust. Finally, contextual factors unique to Philippine private higher education—such as workload pressures, resource limitations, and cultural expectations—must be acknowledged to ensure findings are both credible and meaningful.

VI. EFFECTIVENESS: WHAT THE EVIDENCE SUGGESTS

Recent evidence from both international and local studies strongly suggests that teacher leadership practices are effective in enhancing faculty morale. Research highlights that when teachers are empowered to mentor peers, lead curriculum initiatives, and participate in decision-making, they experience greater job satisfaction and professional fulfillment (York-Barr & Duke, 2004; Harris & Spillane, 2008). Post-pandemic studies further demonstrate that schools with strong teacher leadership structures adapted more successfully to remote learning, sustaining morale through collaboration and peer support. In the Philippine context, Purisima (2025) and Irinco (2025) found that leadership styles emphasizing respect, recognition, and empowerment fostered positive organizational culture and reduced burnout. These findings converge on the idea that morale is not only shaped by workload and resources but also by the extent to which teachers are valued as leaders. Thus, evidence suggests that distributed and culturally attuned leadership practices are critical for sustaining faculty morale and institutional success.

VII. FUTURE DIRECTIONS AND RECOMMENDATIONS

The following recommendations address educators, developers, and policymakers, with an emphasis on practicality and scalability.

FOR EDUCATORS

1. Embrace leadership roles beyond classroom instruction, such as mentoring peers and leading curriculum initiatives.
2. Actively participate in shared decision-making processes to strengthen morale and professional identity.
3. Engage in continuous leadership practices to sustain collaboration and supportive school culture.

FOR INSTRUCTIONAL MATERIAL DEVELOPERS

1. Design materials that integrate leadership-oriented activities like collaborative lesson planning and peer mentoring modules.
2. Embed culturally responsive frameworks such as *pakikipagkapwa* to foster fellowship and shared identity.
3. Incorporate digital leadership strategies to support teachers in guiding peers through technology integration.

FOR POLICYMAKERS AND SCHOOL LEADERS

1. Institutionalize distributed leadership by formally recognizing teacher leaders and their contributions.
2. Provide resources and incentives for professional development and leadership participation.
3. Embed morale indicators into school evaluation systems to monitor faculty well-being.
4. Cultivate a culture of trust, recognition, and empowerment, ensuring administrative support as a mediator of morale.

VIII. CONCLUSION

This study underscores the vital connection between teacher leadership practices and faculty morale within Brooklane College of San Francisco, Inc. By employing a sequential explanatory mixed-methods design, the research integrates quantitative evidence with qualitative insights to provide a comprehensive understanding of how distributed leadership influences job satisfaction, professional fulfillment, and school culture. Findings from both international and local literature affirm that when teachers are empowered to lead—through mentoring, curriculum development, and collaborative decision-making—faculty morale improves significantly, especially when supported by strong administrative recognition and resources. The study also highlights the importance of cultural dimensions, such as *pakikipagkapwa*, in fostering collegial trust and shared identity. Ultimately, this research contributes to the broader discourse on educational leadership by demonstrating that morale is most effectively sustained when leadership is shared, morally grounded, and contextually responsive. Its implications extend to educators, instructional developers, and policymakers seeking to strengthen institutional climate and long-term success.

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