*Original Research Article*

STRUCTURAL CONFIGURATION AND RESTORING POWER OF PUBLIC ELEMENTARY SCHOOL TEACHERS

ABSTRACT

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| --- |
| This study aimed to determine the level of structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were the 131 teachers of public secondary schools in Talomo District, Division of Davao City using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of structural configuration of public secondary school teachers in terms of narrow-mindedness, accountability and participation were manifested oftentimes. Moreover, the level of restoring power of public secondary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion were manifested oftentimes. It was found out that there was a significant relationship between structural configuration and restoring power of public secondary school teachers. It revealed further that the domains of structural configuration significantly influence restoring power of teachers. Based on the findings, the public school teachers structural configuration and restoring power should be upgraded by the school heads particularly in the gray areas of the study such as being visible to co-teachers, need their help and thinking first before taking any action in making decisions. This may provide proficient improvement for teachers with the goal of building capacity through supported education opportunities for learners. |

*Keywords*: Structural configuration, restoring power, public secondary school teachers,

Philippines

1. INTRODUCTION

Structural configurations are influenced by various factors and considerations aimed at enhancing operational efficiency, productivity, and the overall performance of teachers (Nyathi & Bhebhe, 2019). Since each organization has unique needs, the most effective structural configuration can vary depending on elements such as the type of school, the education sector (public or private), organizational size, internal setup, and strategic goals (Sánchez-Barrioluengo & Benneworth, 2019).

In the context of the Philippines, decisions regarding structural configurations and the justification for structural changes are shaped by the distinct circumstances and objectives of each organization. To ensure a well-informed and appropriate restructuring, consultation with experts in structural development or educational management is recommended (Kantis et al., 2020). Organizations may adopt specific configurations for a variety of reasons, influenced by both internal dynamics and external pressures (Ashok et al., 2021). Consequently, flexibility and adaptability are essential, as institutions must continually assess and evolve their structures to align with the changing needs of both teachers and students (Radó, 2020).

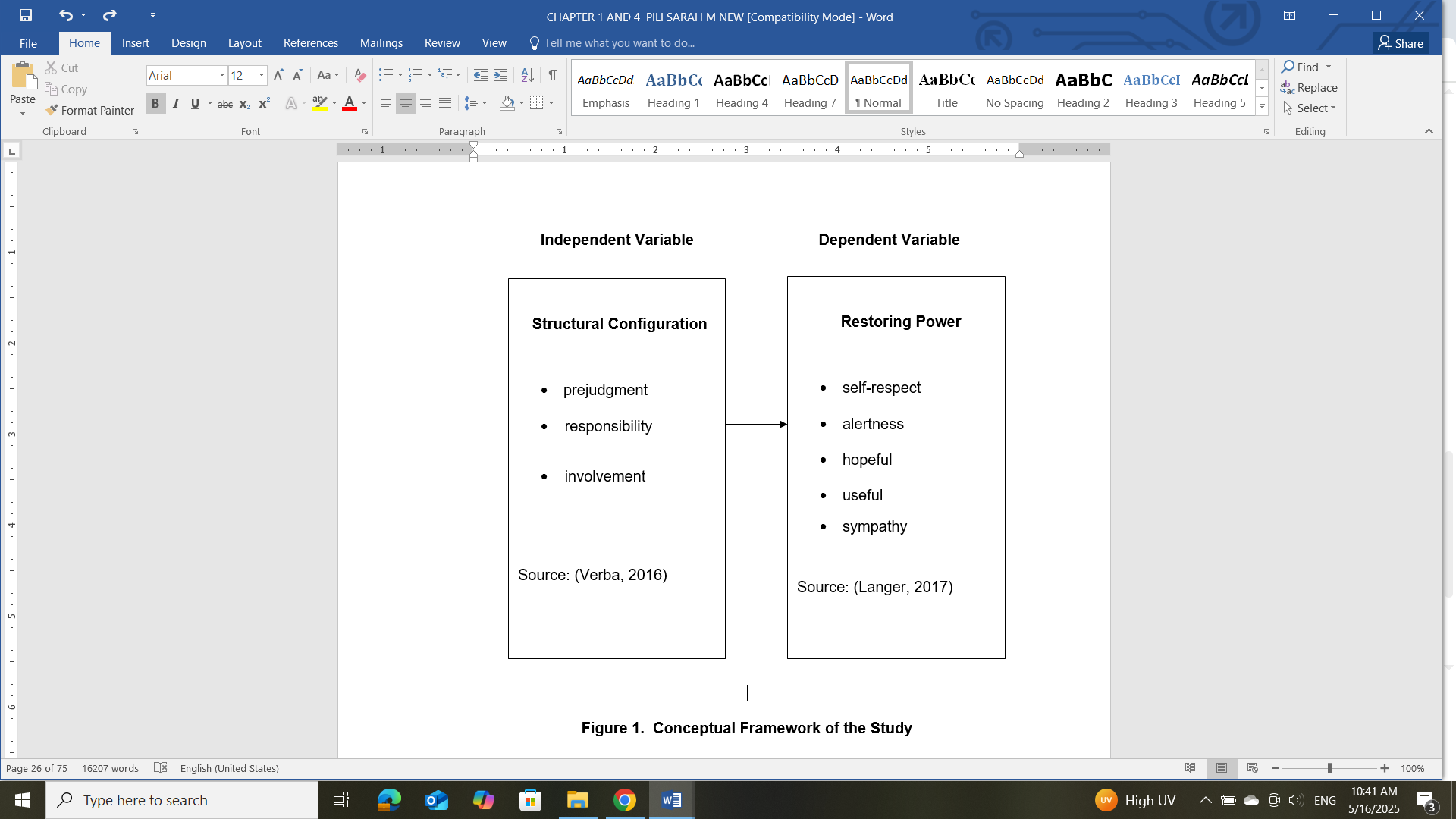
In Davao City, particularly in urban areas, changes in structural configurations and the reallocation of authority among teachers have mirrored broader shifts in education and the implementation of performance standards. These changes have sometimes led to friction between school heads and teachers, particularly when coordination between local education agencies and program heads—especially those serving migrant children and families—has been lacking. This disconnect is often rooted in administrative restructuring. However, such configurations are designed to optimize resources for the benefit of preschool children with disabilities and their families across the community. Recent changes in the service delivery system for preschool students with disabilities—driven by amendments in both private and public school mandates—have expanded special education services for this population. However, there remains a disparity in support for professional development among teachers and services for other student groups (Beñalet et al., 2024).

Despite the extensive literature on structural configurations in educational institutions, there remains a gap in understanding how specific configurations directly impact the restoring power of teachers in the context of the Philippine educational system. While previous studies have explored the relationship between organizational structures and teacher performance, few have focused on the dynamic interplay between structural configurations and teacher empowerment in addressing the unique challenges faced by public elementary schools, particularly in Davao City. Additionally, there is limited research on how changes in structural configurations affect the professional development and well-being of teachers, as well as how these changes influence the broader school environment and student outcomes. This study aims to bridge this gap by exploring the specific ways in which structural configurations contribute to the restoring power of teachers, ultimately influencing their teaching effectiveness and school leadership.

In light of these considerations, the researcher recognizes the need to conduct this study to assist public elementary school heads in evaluating whether structural configuration and the empowerment of teachers contribute positively to students, educators, and school leadership. The researcher also envisions that the findings of this study may serve as a valuable guide for future administrative policies, ultimately contributing to meaningful school improvement. As such, this study aims to be a relevant and timely contribution to educational research and policy development.

The aim of this study is to evaluate the relationship between structural configuration and the restoring power of teachers in public elementary schools in Davao City, Philippines. Specifically, this research seeks to examine how different structural configurations impact teachers' emotional resilience, motivation, and overall professional engagement. By investigating this relationship, the study aims to provide insights into how effective organizational structures can foster an environment that supports teacher well-being and enhances their capacity to perform in the classroom. The findings of this study are expected to inform policy recommendations and administrative practices that promote a more supportive and efficient school structure, ultimately benefiting students, teachers, and school leadership.

1. Incorporate Research objectives to link the topic and other sections
2. Include some little Literature review



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study used a non-experimental quantitative research design, specifically a correlational method. This approach was chosen to examine the current status of the situation and explore potential causes of the phenomenon being studied. The research gathered quantitative data through a survey, where respondents answered specific questions (Pregoner, 2024).

Quantitative research involves collecting numerical data to understand how many people think, act, or feel in a particular way. It uses large sample sizes and focuses on the quantity of responses rather than detailed personal insights, which is the goal of qualitative research. In quantitative research, all respondents answer the same questions to ensure fair analysis. The data is then analyzed using statistical methods. Surveys can also be adapted based on the respondent's answers—for example, asking different follow-up questions based on satisfaction with a service (Baguio & Baguio, 2025).

This design makes the research process more efficient compared to qualitative research, as it avoids the time-consuming task of analyzing open-ended responses. However, quantitative research may still allow for additional response categories when needed to capture more accurate results. Data for this study was collected using questionnaires, focusing on the level of structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City.

**2.2 Research Respondents**

The respondents of this study were the 131 teachers of public elementary schools in Talomo District, Division of Davao City. The researcher used universal sampling in selecting the respondents which means all the population of the areas of the study were considered as respondents. They evaluated the level of structural configuration and restoring power of public elementary school teachers. These teachers served at least three years in public school. They were drawn from the Talomo District, Division of Davao City using the universal sampling wherein all the respondent in the study are considered as the participants of the research. This study was conducted in the school year 2022-2023.

**2.3 Research Instrument**

The research instrument used in gathering the data was the survey questionnaires modified by the researcher based from the concepts of various authors. The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and other three expert validators who evaluated the content of the questionnaire.

The questionnaire is composed of 45 items. There are 9 indicators in this study. Each indicator were made up of 5 item questions. Likert’s scale was adopted to determine the structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. Pilot testing was done in 30 teachers in the same district with the Cronbah’s alpha of 0.890 for the structural configuration and 0.920 for the restoring power.

**2.4 Data Gathering Procedure**

# The data were gathered through the following procedures:

# A letter of permission was secured by the researcher to conduct the study for the structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. The letter of permission and appearance were signed and granted by the Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser, School Principal, Moderators or Teacher in Charge in public elementary school.

# Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data were elicited. One hundred percent (100) of the questionnaire was retrieved. The results were collated and tabulated before submitting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

# 2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the structural configuration and restoring power of public elementary school teachers.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the structural configuration and restoring power of public elementary school teachers.

Regression Analysis. This was used to measure the significant influence structural configuration and restoring power of public elementary school teachers.

3. results and discussion

**3.1 Level of Structural Configuration of Teachers**

Table 1. *Level of Structural Configuration of Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Domains** | **Mean** | **Descriptive Level** |
| 1 | Prejudgment | 4.01 | High |
| 2 | Responsibility | 3.65 | High |
| 3 | Involvement | 4.07 | High |
|  | **OVERALL** | **3.94** | **High** |

Presented in Table 1 is the level of structural configuration among public elementary school teachers, as measured across three key domains: prejudgment, responsibility, and involvement. The data include the computed mean scores and their corresponding descriptive levels. Among the domains, involvement recorded the highest mean of 4.07, categorized as "high." This was followed by prejudgment, with a mean of 4.01, also categorized as "high." The domain of responsibility had the lowest mean of 3.65 but remained within the "high" category. The overall mean score of 3.94, described as "high," indicates a generally strong structural configuration as perceived by the teachers.

The high level of structural configuration among public elementary school teachers implies that the existing organizational structures effectively support teacher involvement, clarity of roles, and equitable decision-making processes. This suggests that teachers perceive their work environment as well-organized and inclusive, which can foster greater collaboration, accountability, and job satisfaction. When structural systems are clearly defined and fairly implemented, teachers are more likely to feel empowered and engaged in their professional responsibilities. This alignment between structure and practice enhances operational efficiency and promotes a positive school culture, ultimately contributing to improved teaching quality and student outcomes. Therefore, maintaining and further strengthening these structural configurations is essential for sustaining school effectiveness and continuous improvement.

These results highlight the importance of fostering an inclusive and equitable school structure to support teacher empowerment and engagement. This is consistent with the findings of Jerab and Mabrouk (2023), who emphasized that flexible and well-aligned organizational structures promote teacher involvement and effectiveness. Similarly, Mncube and Ngema (2023) stressed that equitable structural configurations help reduce administrative conflicts and improve service delivery within schools. In addition, Nyathi and Bhebhe (2019) pointed out that structural arrangements that recognize teacher input and responsibility contribute to increased motivation, collaboration, and organizational efficiency. The perception of a strong structural configuration among teachers, therefore, plays a critical role in shaping a collaborative and productive school environment—essential for fostering positive educational outcomes.

**3.2 Level of Restoring Power of Teachers**

Table 2. *Level of Restoring Power of Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Domains** | **Mean** | **Descriptive Level** |
| 1 | self-respect | 4.01 | High |
| 2 | Alertness | 4.11 | High |
| 3 | Hopeful | 3.35 | Moderate |
| 4 | Useful | 4.01 | High |
| 5 | Sympathy | 4.01 | High |
|  | **OVERALL** | **3.87** | **High** |

Presented in Table 2 is the level of restoring power among public elementary school teachers, measured across five domains: self-respect, alertness, hopefulness, usefulness, and sympathy. The data reflect the computed mean scores and their corresponding descriptive levels. The domain of alertness recorded the highest mean of 4.11, categorized as "high." This was followed by self-respect, usefulness, and sympathy, each with a mean of 4.01, all categorized as "high." The domain hopeful had the lowest mean score of 3.35, categorized as "moderate." The overall mean score of 3.87, described as "high," indicates a generally strong perception of restoring power among teachers.

The high level of restoring power among public elementary school teachers indicates that they possess strong emotional resilience, self-worth, and a sense of purpose in their professional roles. This suggests that teachers are capable of recovering from challenges, maintaining motivation, and remaining engaged despite difficulties in the school environment. High scores in areas such as alertness, self-respect, and usefulness reflect a workforce that is mentally and emotionally equipped to handle the demands of teaching. This level of inner strength contributes to a more stable, committed, and effective teaching force, which is essential for fostering a positive learning environment. Strengthening programs that support teacher well-being and emotional development can further enhance these capacities, ultimately leading to better educational outcomes for students.

These results align with the work of Tinhinane and Ilham (2024), who emphasized that emotional resilience and self-belief are key factors in sustaining teacher motivation and professional performance. Similarly, McWilliam (2025) highlighted that restoring power—reflected in traits such as alertness, self-respect, and a sense of usefulness, is closely linked to teacher well-being and long-term engagement in the profession. Additionally, Wandhe (2024) argued that empowering teachers through emotional and psychological support enhances their ability to adapt to challenges and maintain effectiveness in their roles. Thus, fostering the restoring power of teachers is essential in cultivating a supportive and resilient school environment that contributes to improved educational outcomes.

**3.3 Significance of the Relationship Between Structural Configuration and Restoring Power**

Table 3. *Significance of the Relationship Between Structural Configuration and Restoring Power*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | X | Y | r-value | Degree of Correlation | p-value | Decision  (Ho) |
| *Structural Configuration*  *Restoring Power* | 3.94  3.87 |  | 0.875 | High  Correlation | 0.000 | Rejected |

Presented in Table 3 is the correlation analysis between structural configuration and restoring power among public elementary school teachers. The analysis shows a correlation coefficient (r) of 0.875 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a high and statistically significant positive correlation between structural configuration and restoring power. The high r-value demonstrates that as the level of structural configuration increases, the level of restoring power among teachers also tends to increase. Since the p-value is below 0.05, the null hypothesis (Ho) is rejected, supporting the conclusion that there is a significant relationship between structural configuration and restoring power.

This finding implies that a well-established structural configuration within schools plays a critical role in strengthening the restoring power of public elementary school teachers. When school structures are clear, inclusive, and empowering, teachers are more likely to demonstrate emotional resilience, a strong sense of self-worth, and a renewed commitment to their roles. The high correlation underscores the importance of maintaining effective structural configurations to support teachers’ ability to recover from challenges, remain motivated, and perform effectively in the classroom.

This result is in line with the research of Wang (2024), who emphasized that strong structural configuration enhances teachers’ psychological well-being and professional engagement. Gann et al. (2019) similarly noted that clear administrative frameworks contribute to the development of restoring power by promoting a supportive and fair work environment. Additionally, Mullen et al. (2021) highlighted that strategic structural configurations help reinforce teachers’ internal strengths and capacities, ultimately leading to more resilient and effective teaching practices.

**3.4. Domains of the Structural Configuration that Significantly Influence Restoring Power among Teachers**

**Table 4.** *Domains of the Structural Configuration that Significantly Influence Restoring Power among Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.14 | .014 | .125 | .895 | .000 | Significant |
| Prejudgment | .219 | .205 | 1.808 | .071 | .000 | Significant |
| Responsibility | .076 | .057 | -.502 | .612 | .000 | Significant |
| Involvement | .014 | .014 | .124 | .894 | .000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** | | | | | | |
| Restoring Power =1.14 + 0.219 (Prejudgment) + 0.076 (Responsibility) + 0.014 (Involvement) | | | | | | |
| R=0.882; R²=0.777; F=67.19; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how different domains of structural configuration significantly influence restoring power among public elementary school teachers. The regression model reveals that all three domains—prejudgment (B = 0.219), responsibility (B = 0.076), and involvement (B = 0.014)—have positive coefficients, indicating positive relationships with restoring power. Among these, prejudgment has the strongest influence, followed by responsibility and involvement. The t-values (ranging from 0.894 to 1.808) and the p-values (all reported as 0.000) indicate that all three domains are statistically significant predictors of restoring power at the 0.05 level.

The regression equation is as follows: Restoring Power = 1.14 + 0.219 (Prejudgment) + 0.076 (Responsibility) + 0.014 (Involvement). The model explains 77.7% of the variance in restoring power (R² = 0.777), indicating a strong explanatory power. The F-value of 67.19 and a model p-value of 0.000 further confirm that the regression model is statistically significant.

This finding implies that all three domains of structural configuration meaningfully contribute to enhancing the restoring power of teachers. The domain of prejudgment—likely associated with perceptions of fairness and unbiased decision-making—emerges as the most influential factor. This suggests that when teachers feel they are treated fairly and without bias, their emotional resilience and professional strength are significantly boosted. While responsibility and involvement also contribute positively, their lower coefficients indicate a more modest impact. These results underscore the importance of fostering equitable, responsible, and participatory structural environments to support the emotional well-being and professional empowerment of teachers.

This finding is consistent with the work of Arong (2024), who highlighted that equitable and transparent organizational structures are essential in enhancing teacher morale and emotional resilience. Woo et al. (2022) further emphasized that involving teachers in decision-making processes and fostering shared responsibility significantly strengthens both their emotional well-being and professional efficacy. Additionally, Jusoh et al. (2024) argued that when teachers work within structured environments that prioritize fairness and active engagement, they are better equipped to cope with stress, maintain motivation, and sustain high levels of performance.

4. FINDINGS

Presented in this chapter are the summary of findings, conclusions, and recommendations of the study on structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City.

This study aimed to determine the level of structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. This study used the non-experimental quantitative research design utilizing correlation-method.

The following were the salient findings of the study: The structural configuration of public elementary school teachers in terms of prejudgment, responsibility and involvement was high and manifested oftentimes by the teachers. This indicates that the teachers are manufacturing operations relocated around the school, the efficient movement of properties is becoming more and more important. Structurals providers are responsible for the movement of properties and face different cultural challenges in each classroom that these properties move.

The restoring power of public elementary school teachers in terms of self-respect, alertness, hopeful, useful, and sympathy was high and manifested oftentimes. This determines that the restoring power of public elementary school teachers being sympathy person and being a mediator person.

Meanwhile, the overall computed value is very much higher than the p- value. This indicates that the null hypothesis is hereby rejected. This could be stated therefore, that there is a significant relationship between the structural configuration and restoring power of public elementary school teachers. This implied that the higher the result of the structural configuration teachers, the better result on the restoring power of public elementary school teachers.

Subsequently, the overall computed value is very much higher than the p-value. This indicates that the null hypothesis is rejected. This could be stated therefore, that the domains of structural configuration significantly influence restoring power of public elementary school teachers in Talomo District, Division of Davao City. This implied that the higher the domains of structural configuration of teachers, the better domains of restoring power of public elementary school teachers in Talomo District, Division of Davao City.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions are drawn:

It was concluded in this study that the structural configuration of public elementary school teachers in terms of prejudgment, responsibility and involvement was manifested oftentimes by the teachers.

It was determined in this study that the restoring power of public elementary school teachers in terms of self-respect, alertness, hopeful, useful, and sympathy was manifested oftentimes.

It was clinched in this study that there was a significant relationship between the structural configuration and restoring power of public elementary school teachers.

It was concluded in this study that the domains of structural configuration significantly influence restoring power of public elementary school teachers in Talomo District, Division of Davao City.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration:

It is recommended in this study that structural configuration of public elementary school teachers may be improved by the Department of Education mainly on the portion of gray areas which are being aware of the new policies implemented by the school administrative official and obeying the rules in school and submit oneself to the authority of rule.

It is mentioned in this study that the restoring power of public elementary school teachers may be enriched by the teachers mostly on the part of gray areas which are maintaining self-respect in giving constructive comments and helping in free health insurance provisions for colleagues in school.

It is recommended in this study that the structural configuration and restoring power of public elementary school teachers may be upgraded by the school heads particularly in the low result areas of the study such as being visible to co-teachers and students if they need their help and thinking first before taking any action in making decisions.

It is acclaimed in this study that the structural configuration and restoring power of public elementary school teachers may be improved by the school heads primarily in the low result areas of the study such as being cooperative person and being sympathy person.

It is recommended in this study that the future researchers should make a starting point how to expand and to develop more coverage of the research in structural configuration and restoring power of public elementary school teachers.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

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