Structural Configuration and Restoring Power of Public Elementary School Teachers

ABSTRACT

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| --- |
| This study aimed to determine the significant influence of the domains 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 the correlational method. The respondents of this study were the 131 teachers of public elementary schools in Talomo District, Division of Davao City, using universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of structural configuration of public elementary school teachers in terms of narrow-mindedness, accountability and participation were high and manifested oftentimes. Moreover, the level of restoring power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion were high and manifested oftentimes. It was found that there was a significant relationship between structural configuration and restoring power of public elementary school teachers. It revealed further that the domains of structural configuration significantly influence the restoring power of teachers. Based on the findings, it is recommended that school heads enhance the structural configuration and restoring power of public school teachers, particularly in identified gray areas. These include improving teachers' visibility and collaboration with co-teachers, encouraging openness to seeking help when needed, and promoting thoughtful decision-making practices. Strengthening these aspects may contribute to professional growth and increased effectiveness, ultimately supporting the goal of improving educational outcomes for learners. |

*Keywords*: Dignity, public elementary school teachers, structural configuration, restoring power, carefulness

1. INTRODUCTION

Structural configurations are influenced by a variety of factors and considerations aimed at improving operational efficiency, increasing productivity, and enhancing the overall performance of teachers (Nyathi & Bhebhe, 2019). Since each educational organization operates within a unique context, the most suitable structural setup often depends on several variables, including school type, whether it is in the public or private sector, organizational size, internal processes, and overarching strategic objectives (Sánchez-Barrioluengo & Benneworth, 2019).

In the Philippine context, decisions regarding structural configurations and the rationale for structural changes are shaped by the specific needs, goals, and conditions of each educational institution. To ensure that restructuring efforts are well-informed and effective, engaging experts in structural development or educational management is recommended (Kantis et al., 2020). Organizations may adopt different configurations in response to both internal dynamics and external pressures, such as policy shifts or community demands (Ashok et al., 2021). As such, flexibility and adaptability are essential for schools, which must continuously assess and revise their structures to address the evolving needs of both teachers and students (Radó, 2020).

In Davao City, particularly in its urban public elementary schools, changes in structural configurations and the redistribution of authority among educators have reflected broader educational reforms and the implementation of performance standards. These adjustments have, at times, created friction between school heads and teachers, particularly when coordination with local education agencies and program heads has been insufficient. Although some of these tensions have arisen in the context of special programs—such as those serving migrant children and preschoolers with disabilities—this study narrows its focus to the internal impact of structural change on mainstream teaching personnel. While administrative restructuring has aimed to optimize service delivery, disparities remain, especially in the support provided for teacher professional development and the broader implications for teacher morale and effectiveness (Beñalet et al., 2024).

Despite growing literature on structural configurations in educational institutions, there remains a significant gap in understanding how these structures influence the restoring power of teachers, particularly within the Philippine public school system. In this study, "restoring power" refers to teachers' ability to recover from professional setbacks, sustain motivation, and remain actively engaged in their roles despite systemic or organizational challenges. While earlier research has explored links between school structures and teacher performance, few studies have examined how specific configurations empower teachers to respond to adversity and thrive professionally—especially within the public elementary school setting in Davao City.

This research seeks to fill that gap by examining the relationship between structural configuration and the restoring power of teachers. It will explore how organizational structures influence teachers’ emotional resilience, motivation, and overall engagement in their professional practice. Understanding this relationship is critical for identifying structural practices that support teacher well-being, effectiveness, and leadership.

The primary aim of this study is to evaluate the relationship between structural configuration and the restoring power of public elementary school teachers in Davao City, Philippines. Specifically, it seeks to identify how different organizational models affect teachers’ emotional resilience, motivation, and professional engagement. The insights gained are intended to guide policy and administrative decisions that foster supportive and effective school environments, ultimately benefiting not only teachers, but also students and educational leaders.

**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 Population**

The participants in this study consisted of 131 public elementary school teachers from the Talomo District, Division of Davao City. The researcher employed universal sampling, which involved including the entire population within the study area as respondents. These teachers, each with a minimum of three years of service in public schools, assessed the levels of structural configuration and restoring power. The study focused exclusively on teachers from the Talomo District, and all eligible individuals were included as participants. Data collection took place during the 2022-2023 academic year.

**2.3 Research Instrument**

The data for this study were collected using a self-made survey questionnaire. The questionnaire was carefully refined with the guidance of the thesis adviser and the input of three expert validators who reviewed its content for accuracy and relevance.

The instrument consisted of 45 items, organized into nine indicators, each containing five questions. A Likert scale was utilized to measure the structural configuration and restoring power of public elementary school teachers in the Talomo District, Division of Davao City. Prior to the main study, a pilot test was conducted with 30 teachers from the same district, yielding a Cronbach’s alpha of 0.890 for structural configuration and 0.920 for restoring power, demonstrating the instrument’s reliability.

**2.4 Data Gathering Procedure**

# The data were collected through the following steps: The researcher first obtained a letter of permission to conduct the study on the structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. This letter was approved and signed by the Dean of Graduate Studies of Rizal Memorial Colleges, the thesis adviser, school principals, moderators, or the teachers in charge of the respective public elementary schools.

# Sufficient clear copies of the questionnaire were printed to ensure smooth administration. The researcher personally distributed the questionnaires to the respondents and requested them to answer honestly to ensure the validity and reliability of the data collected. All questionnaires (100%) were successfully retrieved. The responses were then organized and tabulated before undergoing statistical analysis and interpretation in line with the study’s objectives.

# 2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using the following statistical tools with the help of SPSS version 21.

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 of 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 was the level of structural configuration among public elementary school teachers, as measured across three key domains: prejudgment, responsibility, and involvement. The data included the computed mean scores and their corresponding descriptive levels. Among the domains, involvement recorded the highest mean of 4.07, which was 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 still fell within the "high" category. The overall mean score of 3.94, described as "high," indicated 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 was the level of restoring power among public elementary school teachers, measured across five domains: self-respect, alertness, hopefulness, usefulness, and sympathy. The data reflected the computed mean scores and their corresponding descriptive levels. The domain of alertness recorded the highest mean of 4.11, which was 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 of hopefulness had the lowest mean score of 3.35, which was categorized as "moderate." The overall mean score of 3.87, described as "high," indicated 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*  | 3.943.87 |  | 0.875 | HighCorrelation |  0.000  | Rejected |

Presented in Table 3 was the correlation analysis between structural configuration and restoring power among public elementary school teachers. The analysis showed a correlation coefficient (r) of 0.875 with a p-value of 0.000, which was less than the 0.05 level of significance. This indicated a high and statistically significant positive correlation between structural configuration and restoring power. The high r-value demonstrated that as the level of structural configuration increased, the level of restoring power among teachers also tended to increase. Since the p-value was below 0.05, the null hypothesis (Ho) was rejected, supporting the conclusion that there was 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 was the regression analysis examining how different domains of structural configuration significantly influenced restoring power among public elementary school teachers. The regression model revealed that all three domains—prejudgment (B = 0.219), responsibility (B = 0.076), and involvement (B = 0.014)—had positive coefficients, indicating positive relationships with restoring power. Among these, prejudgment had 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) indicated that all three domains were statistically significant predictors of restoring power at the 0.05 level.

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

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 the teachers often manifested this. 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 in these properties.

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 is a sympathetic person and 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. CONCLUSION**

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 concluded in this study that there was a significant relationship between structural configuration and the restoration of power for 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 presented for consideration: It is recommended that the Department of Education improve the structural configuration of public elementary school teachers, particularly in addressing gray areas such as awareness of newly implemented policies, compliance with school rules, and respect for institutional authority. Teachers themselves are encouraged to enhance their restoring power by focusing on areas such as maintaining self-respect, offering constructive feedback, and supporting colleagues through initiatives like free health insurance provisions. School heads are advised to strengthen both structural configuration and the restoring power of teachers by addressing low-performing areas identified in the study, including increased visibility to co-teachers and students when support is needed, thoughtful decision-making, and fostering traits like cooperation and sympathy. Lastly, future researchers are encouraged to further expand the scope of studies on structural configuration and restoring the power of public elementary school teachers to provide a more comprehensive understanding of these factors and their impact on educational outcomes.

Ethical Approval:

The researcher first obtained a letter of permission to conduct the study on the structural configuration and restoring power of public elementary school teachers in Talomo District, Division of Davao City. This letter was approved and signed by the Dean of Graduate Studies of Rizal Memorial Colleges, the thesis adviser, school principals, moderators, or the teachers in charge of the respective public elementary schools.

Consent

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 anonymity and protected the privacy of the respondents throughout the entire study.

**Disclaimer (Artificial intelligence)**

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.

2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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