

EMPOWERING LEADERSHIP: IMPACT OF PRINCIPAL EMPOWERMENT STRATEGIES ON TEACHERS' MOTIVATION AND COMMITMENT

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Abstract

Empowering leadership holds a promise for enhancing teacher's motivation and commitment. However, its implementation possesses great complexity and challenges. This study analyzes the impact of various empowerment strategies that principals employ to increase the motivation and commitment of the teachers in District VIII, City of Koronadal Division, South Cotabato, Philippines. This study employs Descriptive Correlational and utilizes the Likert scale through surveys gathered by 67 teachers to participate in the study. Using Multiple Regression Analysis, the data revealed that the principal's empowerment strategies greatly affect motivation and commitment, emphasizing the importance of the principal's role in cultivating a conducive work environment. To develop an inclusive environment, the principal shall give the teachers autonomy inside and outside the classroom and include positive reinforcement to strengthen the motivation and commitment of the teachers.

Keywords: Empowering Leadership, Empowerment Strategy, Teachers' Motivation, Teachers' Commitment.

Introduction

The Department of Education is crucial in shaping the future generation, and effective leadership is essential for attaining educational excellence. Empowering leadership, an extension of transformational leadership, emphasizes delegation, autonomy, and trust, harmonizing with the collaborative nature of academic environments. Exploring the influences of principal empowerment strategies and teacher motivation and commitment offers insights into enhancing organizational effectiveness and teacher satisfaction.

The position of the school principal has increasingly become complex due to changing demographics among students and staff, heightened public and legislative scrutiny, legal responsibilities extending beyond conventional educational parameters, retiring teachers, the addition of new teachers, and the expectation of demonstrating improved learning among students using the same or possibly reduced resources (Bess & Goldman, 2001).

Cultivating teacher commitment is another critical aspect of empowering leadership. Empowering leadership catalyzes cultivating and sustaining teacher commitment by fostering a sense of belonging, purpose, and professional fulfillment; it creates a supportive climate wherein teachers feel psychologically secure to take risks, share ideas, and collaborate with colleagues, fostering a sense of collective efficacy. Principals who prioritize teacher empowerment recognize the potential within their staff and invest in developing capacity, trust, and collaboration, thereby creating a resilient and adaptive organizational culture.

Empowering leadership holds promises for enhancing teacher motivation and commitment, but its implementation has challenges. School principals may encounter resistance from bureaucratic structures, systemic inequities, and demands that impede their efforts to empower teachers. Additionally, the effectiveness of empowering leadership may vary, highlighting the need for tailored approaches that resonate with teachers' needs.

This study focuses on the teachers of District VIII, City of Koronadal Division, South Cotabato, Philippines, their experiences with various strategies employed by their respective principals, and the

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influence of these strategies on their motivation and commitment.

Research Questions

This study analyzes the impact of a principal's empowerment strategy on teachers' motivation and commitment. The following queries must be addressed:

(a) What is the level of principal empowerment in terms of the delegating authority, professional development, and decision-making process? (b) What is the relationship between the principal's empowerment strategy towards the teacher's motivation (c) What is the relationship between the principal's empowerment strategy towards the teacher's commitment?

Methodology

This study employs the Descriptive Correlational Method as an approach to find the relationship between the principal's empowering strategies and the teachers' motivation and commitment. This

study was conducted in District VIII, City of Koronadal Division, South Cotabato, Philippines. With stratified sampling, there are 67 participants in this study. After the approval to conduct the study, the participants were tasked to fill out a questionnaire provided by the researchers. The participants were ensured that no data was changed. Multiple Regression Analysis using IBM-SPSS Statistics software was utilized to analyze the data (Bevans, 2020).

Results and Discussion

The researcher identified three (3) strategies employed by the principal comprising (a) Delegating Authority, (b) Professional Development, and (c) Decision-making Process. These strategies are used to determine the relationship between the principal's various strategies and both teachers' motivation and commitment.

Table 1: Delegating Authority

Indicators	Mean	Descriptive Rating
1. The teachers feel empowered by the principal to make instructional decisions tailored to their student's needs.	4.33	Always
2. The school's transparency is the process of decision-making within the school administration regarding academic matters.	4.29	Often
3. The teachers have sufficient autonomy in their classrooms to adapt teaching strategies based on student feedback.	4.46	Always
4. There are barriers or obstacles that impede the delegation of authority from the principal to teachers.	3.77	Often
5. The teachers are encouraged to take on leadership roles and initiatives within the school community.	4.28	Often
6. The principal fosters a collaborative environment among teachers to share ideas and best practices.	4.22	Often
7. The principal provided full support in implementing new initiatives or projects in your classroom or school.	4.19	Often
8. The teachers believe that the current delegation of authority by the principal positively impacts student learning outcomes.	4.21	Often
9. The principal promotes a culture of trust and mutual respect among teachers and school leadership.	4.36	Always
10. The teachers are held accountable for their decisions within the current leadership framework.	4.13	Often
Total	4.22	Often

Legend: 4.30-5.00-Always; 3.50-4.20-Often; 2.70-3.40-Sometimes; 1.90-2.60-Rarely; 1-1.80-Never

Table 1, teachers always feel empowered if the principal gives them autonomy to formulate instructional materials tailored to their student's needs, employing various teaching strategies based on students' feedback. Furthermore, principals who use a participative leadership style positively influence teachers' performance by aligning tasks

with their strengths and the school's objectives (Olaifa et al., 2024; Saleem et al., 2020). This approach not only empowers teachers but also creates a sense of ownership and responsibility towards their work, leading to improved motivation and job satisfaction (Atoni et al., 2021; Ruto, 2011).

Table 2: Professional Development

Indicators	Mean	Descriptive Rating
1. The principal encourages teachers to participate in professional development opportunities	4.46	Always
2. The teachers feel supported by their principal in pursuing further education or training.	4.43	Always
3. The principal provides resources to support teachers' professional development.	4.14	Often
4. The principal recognizes and utilizes teachers' strengths when planning professional development activities.	4.29	Often
5. The professional development opportunities provided by the school align with the teacher's needs and interests.	4.28	Often
6. The principal actively seeks feedback from teachers about professional development initiatives.	4.20	Often
7. The teachers feel motivated to engage in continuous professional learning due to the support from the principal.	4.26	Often
8. The principal provides opportunities for mentorship and coaching to support the teacher's professional growth.	4.23	Often
9. The professional development activities offered by the school have a positive impact on teacher's teaching practice.	4.39	Always
10. The principal recognizes and celebrates the achievements and contributions of teachers.	4.36	Always
Total	4.30	Always

Legend: 4.30-5.00-Always; 3.50-4.20-Often; 2.70-3.40-Sometimes; 1.90-2.60-Rarely; 1-1.80-Never

Table 2, teachers feel empowered when the principal encourages their teachers to pursue further education and training. They feel empowered if the principal recognizes and celebrates the achievements and contributions of teachers. Moreover, professional development provides

teachers with opportunities for growth and development, which increases their intrinsic motivation to improve their skills continuously. This translates into an increased commitment to the school and students (Nasution et al., 2024).

Table 3: Decision-Making Process

Indicators	Mean	Descriptive Rating
1. The principal encourages teachers to participate in decision-making processes related to curriculum development.	4.30	Always
2. The teachers feel empowered to contribute their ideas and suggestions regarding teaching methodologies and strategies	4.28	Often

3. The principal seeks teachers' input when making decisions about resource allocation in the school.	4.26	Often
4. The teachers are involved in discussions about setting academic goals and objectives for the school	4.35	Always
5. The principal values the teacher's opinion in matters related to student discipline policies.	4.30	Always
6. The teachers have opportunities to provide feedback on professional development programs offered by the school.	4.20	Often
7. The principal trusts the teacher's judgment when it comes to implementing new educational initiatives.	4.33	Always
8. The teachers are included in the decision-making process concerning the allocation of budgetary resources.	4.28	Often
9. The principal solicits teacher's input when developing school policies and procedures	4.35	Always
10. The communication channels established by the principal are open to discuss ideas and concerns.	4.38	Always
Total	4.30	Always

Legend: 4.30-5.00-Always; 3.50-4.20-Often; 2.70-3.40-Sometimes; 1.90-2.60-Rarely; 1-1.80-Never

Table 3 shows that the teachers feel empowered if they are being heard and accommodated during the decision-making process, especially in the curriculum development, the school's goals, objectives, policies, and procedures, and autonomy in making their judgment in implementing

educational initiatives. Thus, involving the teachers in the process of decision-making, such as the development of implementation strategies, can increase the teachers' commitment and ownership of the decisions (Koch et al., 2021).

Table 4: Teacher's Motivation

Indicators	Mean	Descriptive Rating
1. The principal provides clear goals and objectives that motivate teachers to perform well.	4.40	Always
2. The empowerment provided by the principal influences teachers' desire to achieve rewards and recognition.	4.22	Often
3. The teachers feel motivated to work harder when your school principal acknowledges their performance.	4.30	Always
4. The rewards offered by the principal (e.g., awards and recognition) impact teachers' motivation to excel in teaching duties.	4.35	Always
5. The principal's empowerment initiatives positively influence a teacher's extrinsic motivation as a teacher.	4.15	Often
6. The feedback and constructive criticism from the school principal encourages teachers to improve teaching practices.	4.17	Often
7. The recognition the principal teachers receive for their achievements motivates them to maintain high performance.	4.39	Always

8. The incentives offered by the principal are effective in motivating teachers to go beyond their regular duties.	4.12	Often
9. The delegation of authority by the principal enhances the teachers' sense of responsibility and motivation.	4.30	Always
10. The principal's empowerment initiatives make teachers feel valued and appreciated.	4.14	Often
Total	4.25	Often
<i>Legend: 4.30-5.00-Always; 3.50-4.20-Often; 2.70-3.40-Sometimes; 1.90-2.60-Rarely; 1-1.80-Never</i>		

In Table 4, well-constructed plans and goals motivate teachers to perform well. Providing teachers with positive reinforcements, such as rewards through awards and recognition, also motivates them to work harder. Motivated teachers

perform their duties with passion and dedication, which positively impacts the learning of the students (Kalyar et al., 2018).

Table 5: Teacher's Commitment

Indicators	Mean	Descriptive Rating
1. The principal empowerment influences teacher's commitment and job satisfaction.	4.26	Often
2. The teacher's commitment is influenced by the perception of the principal as supportive and empowering.	4.40	Always
3. The teachers perceive the principal's role in fostering commitment and dedication.	4.20	Often
4. The empowerment teachers receive from the principal impact their commitment to teaching.	4.39	Always
5. The principal demonstrates a commitment to the teacher's professional growth and development	4.26	Often
6. The teachers are empowered to voice their opinions and concerns to the principal without fear of negative consequences.	4.28	Often
7. The teacher committed to staying at this school because of the positive working environment the principal creates.	4.28	Often
8. The principal's leadership affects the teacher's commitment to upholding the mission and values of the school.	4.36	Always
9. The principal's leadership inspires the teacher's commitment to the goals and vision of the school.	4.28	Often
10. The teachers are willing to go above and beyond in their role because of the support provided by the principal.	4.29	Often
Total	4.30	Always
<i>Legend: 4.30-5.00-Always; 3.50-4.20-Often; 2.70-3.40-Sometimes; 1.90-2.60-Rarely; 1-1.80-Never</i>		

Table 5, the principal's leadership is crucial for maintaining teachers' commitment such as the perception that the principal is supportive and empowering, resulting in a higher chance of job satisfaction. Furthermore, teacher commitment is

associated with a high level of job satisfaction and self-efficacy that results in improved teaching performance and better student performance (Sesen & Basim, 2012).

Table 6: Relationship between Principal's Strategy and Teachers' Motivation

	Sum of Squares	df	Mean Square	F	Significance
Regression	2.279	3	0.760	3.329	0.025 ^b
Residual	14.377	63	0.228		
Total	16.657	66			

Dependent variable: Teacher's motivation

Predictors: Decision-making process, Delegating Authority, Professional Development

The table above, with an f-value of 3.229 and p-value of 0.025, signifies a significant relationship between the principal's strategy and the teachers' motivation, thus the acceptance of the null hypothesis. Empowering leadership that involves

inspiring teachers through a captivating vision results in a positive influence on the motivation of the teachers (Serin and Akkaya, 2020).

Table 7: Strategies that Influence Teacher's Motivation

	Unstandardized Coefficient		Standardized Coefficients
	B	Std. Error	Beta
(constant)	2.500	0.679	
Delegating Authority	0.128	0.121	0.127
Professional Development	0.327	0.118	0.328
Decision-making Process	0.001	0.118	0.001

Table 7 shows that, with a standardized coefficient beta of 0.328, professional development has the most influence on teacher motivation, followed by delegation of authority, with a standardized

coefficient beta of 0.127. The strategy that influences the least is the decision-making process.

Table 8: Relationship between Principal's Strategy and Teachers' Commitment

	Sum of Squares	df	Mean Square	F	Significance
Regression	1.482	3	0.494	3.244	0.028 ^b
Residual	9.593	63	0.152		
Total	11.075	66			

Dependent variable: Teacher's commitment

Predictors: Decision-making process, Delegating Authority, Professional Development

Table 8, with an f-value of 3.244 and a p-value of 0.028, signifies that there is a significant relationship between the principal's strategy and the commitment of the teachers. Thus, the null hypothesis is accepted. Principals involving teachers, especially in school-based decision-

making, can cultivate relationships with teachers, as well as teachers' sense of ownership towards their decisions. Teachers feel empowered and heard; more likely to be committed to the goals and objectives of the school (Othman & Kasuma, 2017).

Table 9: Strategies that Influence Teacher's Commitment

	Unstandardized Coefficient		Standardized Coefficients
	B	Std. Error	Beta
(constant)	2.364	0.679	
Delegating Authority	0.174	0.96	0.180
Professional Development	0.11	0.99	0.013
Decision-making Process	0.255	0.97	0.313

Table 9 reveals that, with a standardized coefficient beta of 0.313, decision-making has the most influence on the teacher's commitment, followed by delegating authority at 0.180 and professional development at 0.013 standardized coefficient beta.

Conclusion

This study highlights the impacts of principal's empowerment strategies on teacher's motivation

and commitment. In this respect, some results were obtained as follows.

According to the results, most of the respondents agree that teachers should be given autonomy when dealing with matters and employing various strategies tailored to each student inside the classroom. Thus, delegating authority to teachers promotes a culture of a responsible and inclusive workplace. Results show the critical role the

principal plays, in terms of encouraging professional development towards teachers. The principal's strategy of promoting professional development, such as pursuing further education and training that align with their needs and interest and recognizing and celebrating teacher's contributions to the school plays a crucial role in influencing teacher's motivation and commitment. Moreover, including teachers in the decision-making process in academic and curriculum development, contributing new ideas, methodologies, and strategies, and establishing a communication channel for teachers and school principals to discuss ideas and concerns plays an important role in cultivating a productive work environment.

The results have shown that teachers' motivation is characterized by the principal's ability to provide clear goals and objectives while employing positive reinforcement to teachers in the forms of awards and recognition that maintain high levels of motivation, resulting in better teaching performance. Additionally, the results also reveal that the leadership of the principal drives the commitment of teachers to uphold the mission and vision of the school. The teachers possess the ability to go above and beyond in their role because of the support and empowerment provided by the principal.

Furthermore, the data shows that the different strategies of the principal positively influence particularly the strategy of professional development where the principal plays an important role in motivating the teachers to pursue further education and training and acknowledging the role of the teacher inside the school. Moreover, the results also showed the various strategies of the principal greatly influence the commitment of the teachers, particularly the strategy of including teachers in the decision-making process in the school where they feel a sense of responsibility and commitment in the school.

Conflict of Interest

The author declares no conflict of interest in conducting this research.

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