Empowering Leadership Styles and Teachers' Performance in Dipolog South District, Schools Division of Dipolog City

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ABSTRACT: This study aimed to determine the empowering leadership styles and teachers' performance in the South District of Dipolog City, Province of Zamboanga del Norte during the school year 2023-2024. Descriptive survey and correlational research methods were employed. There were one hundred twenty-three (123) respondents involved. Weighted mean, standard deviation, , and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with JAMOVI and MS EXCEL as the statistical softwares. The level of empowering leadership was very high in terms of individual goal-oriented empowerment and high in terms of vision-oriented empowerment, independent/autonomy empowerment, and delegation of authority empowerment. The level of teachers' performance in terms of IPCRF for the school year 2023-2024 was very satisfactory. There was no significant relationship between the levels of empowering leadership and teacher performance. Based on the findings and conclusions, the author recommends that the DepEd Top Officials in the different governance levels utilize the findings of this study as valuable input to the human resource development plan. The School Heads would also use the findings of the study for inclusion in their School Learning Action Cell (SLAC). The teachers would also reflect based on the findings of this study for possible improvement of their performance.

KEYWORDS: Empowering leadership style, Teachers' Performance, Department of Education, Dipolog City

INTRODUCTION

An empowering leadership style is among the most effective methods for enhancing efficiency and employee retention within a workplace. Given the myriad of distractions and critiques, it is essential for leaders to recognize the significance of an empowering leadership approach (Management Consulted, 2024). Empowerment enables an employee to take charge of their performance and responsibilities, fostering continuous improvement and excellence in their daily tasks. Teacher empowerment is defined as a process through which individuals cultivate the ability to manage their own development, address their own challenges, and possess the confidence in their skills and knowledge to influence and enhance a situation (Fook et al., 2017).

In light of this context, it is important to analyze the presence of teacher leadership style within the Philippine public school system and ascertain the obstacles encountered by educators. Teacher leadership style plays an important part in determining the success of educational reforms in this context. International studies and literature highlight the significant impact that teachers have on the educational system. The K-12 curriculum imposes expectations on teachers and school principals, with a primary focus on teacher education and training. However, the level to which teacher leadership style is acknowledged and incorporated into the reform has not been thoroughly examined (Miramon et al., 2024). The most significant factor influencing employees' performance in the entire school is the execution of duties using an effective leadership style (Celestino, 2021). Consequently, the Department of Education introduced and executed the Result Based Performance Management System (RPMS), which is more commonly referred to as the Individual Performance Commitment and Review Form (IPCRF), for teachers (Order No. 2 Series in 2015).

The current study focus on the impact of different leadership styles employed by teachers on their job performance in secondary schools located in Dipolog Southeast District, Dipolog City. Empowering leadership styles have a moderate and positive correlation with teacher job performance. Furthermore, it is evident that the leadership styles of teachers have a collective and mutual influence on the variation in teacher job performance (Parveen et al., 2022). Moreover, the research findings suggest that

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a statistically significant correlation exists between teachers' performance and an empowering leadership style, specifically in relation to in-role performance (Abu Nasra & Arar, 2020). The prior studies referenced in the literature encouraged the researcher to undertake the current investigation in the Dipolog South District of Dipolog City Division. The researcher examines the effects of demographic factors, recognizing the possible impact of empowering leadership styles and the processes through which teachers acquire performance.

LITERATURE

Empowering Leadership Style

Teacher leadership encompasses the situation in which teachers exhibit leadership qualities both within and beyond the classroom. They actively contribute to the establishment of a culture that prioritizes learning in the school environment. This includes the development, implementation, and evaluation of effective instructional methods, as well as the mutual motivation of colleagues (Özdemir & Kılınç, 2015). The concept of teacher leadership style has garnered increasing attention in the field of education. While the term "teacher" traditionally refers to classroom instruction, teacher leadership encompasses the actions of teachers who go beyond the classroom to lead, contribute to a community of teacher learners and leaders, and influence others towards better educational practices. Teacher leadership style also involves taking responsibility for achieving the desired outcomes of this leadership (Fernández Espinosa & López González, 2023).

Vision-Oriented Empowerment

Efficient leadership that consistently aligns school missions and visions with actions is the cornerstone to build effective schools (Werang & Lena, 2014). Achievement-oriented leaders let their followers know their expectations. They regularly set clear goals with potential high-performance standards, they trust in the capabilities of their subordinates, and they encourage continued performance improvement (Northouse, Leadership: Theory and Practice; Sage Publications: Thousand Oaks, CA, USA, 2018., 2018). Achievement-oriented leadership helps principals to set such objectives and goals, which make teachers active, energetic, and motivated (Parveen et al., 2022).

Independence/Autonomy Empowerment

The concept of autonomy or independence is straightforward. The term "autonomy" is derived from two root words: autos (self) and nomos (rule, governance, or law). The concept of autonomy encompasses self-governance, self-determination, freedom of will, individuality, independence, and self-knowledge (Macaspac, 2024). Individuals are empowered to make their own decisions without interference from higher authorities or external influencers. Autonomy refers to an individual's ability to act and think independently of external authorities. Having autonomy allows individuals to shape their work based on their best judgment (Dryden, n.d). Autonomy is commonly used to refer to psychosocial issues concerning independence, choice, volition, and regulation in the domains of behavior, emotion, and cognition (Benson & Voller, 2014). Autonomy is the ability to make decisions for oneself, implying responsibility, integrity, dignity, individuality, and self-knowledge (Dworkin, 2015).

Delegation of Authority Empowerment

Abun (2018), a leader cannot be all-knowing or capable of doing everything at any time. There will be many issues that he/she will have to deal with, which will consume his/her time and energy. To be effective, leaders must delegate authority to others to make decisions on their behalf, as they cannot address issues alone. Al-Jammal and Al-Khasawneh (2015) found that delegation of authority has a significant impact on employee job performance. Authority delegation is the formal process by which a manager empowers qualified subordinates within a chain of command by granting them decision-making authority and job responsibilities. This technique enables employees to effectively use a manager's authority to achieve predetermined goals. It entails delegating specific authority and responsibilities in order to make sound decisions and allocate resources efficiently (Sujan, 2023).

Individual Goal-Oriented Empowerment

Individual goal orientations and team empowerment impact creative self-efficacy, leading to improved performance. Learning and performance orientations can enhance team empowerment by increasing individual creative self-efficacy and creativity compared to those without such orientations (Liu, Wang, & Yao, 2017). Employees' goal orientations define their motivation for performance and the criteria they use to evaluate success. Individuals with a goal orientation are more likely to notice empowering leadership cues in the workplace. Empowering leadership can conflict with or align with employees' personal goals, depending on its strength (Wong Humborstad et al., 2014). The common goal must be communicated down to various departments or units, and then to individual employees. It means that the leadership should assign each department goal/unit goal based on the common goal, and the unit goal is distributed to individual goals to be met. Individual goal theory contends that

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when a department or individuals are given an individual goal to achieve, it influences how the department operates or how the individual thinks, feels, and acts (Stavrou et al., 2015).

Teacher Performance

The Individual Performance Commitment and Review Form (IPCRF) is a performance management tool that teachers must submit biannually. It encompasses his/her commitments to achieving office goals and objectives, as well as accomplishments at the conclusion of the rating period. Establish performance objectives for employees according to their specific core functions as outlined in their formally approved documentation and specific job description (AO 25, 2011). DepEd Order No. 2, S2015 it is intended to a preparation of teachers IPCRF and development plan during performance planning and accomplished IPCRF with computed final rating during performance review and gathered the tools to help the rater in identifying the needs of teachers some interventions.

MATERIALS AND METHODS

The study was conducted in Dipolog South District, Schools Division of Dipolog City during the school year 2023 - 2024. It has one hundred twenty-three (123) teachers of different secondary schools. Dipolog ([diˈpɔʔlɔg]), officially the City of Dipolog (Cebuano: Dakbayan sa Dipolog; Subanen: Gembagel G'benwa Dipuleg/Bagbenwa Dipuleg; Filipino: Lungsod ng Dipolog), is a 3rd class component city and capital of the province of Zamboanga del Norte, Philippines. According to the 2020 census, it has a population of 138,141 people making it the most populous in the province.

Research Instrument

The study utilized a three-part questionnaire. Part I of the questionnaire included demographic information such as sex, age, educational attainment, year of experience, and position/rank. Part II. The Empowering Leadership Style Scale (ELSS): The questionnaires used were from Macaspac, L. G. (2024), and they have 32 items broken down into 4 groups: vision-oriented empowerment, independence/autonomy empowerment, delegation of authority empowerment, and individual goal-oriented empowerment. Part III: Teacher Performance. The scoring procedure on empowering leadership style is shown on the next page.

Design and Methods

The study employed survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of empowering leadership style and teachers' performance. Williamson and Johanson (2017) defined survey research as a general term for standardized mass questioning of a representative sample of individual members of a population under study. On the other hand, correlational research is a type of non-experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between empowering leadership style and teachers' performance. The researcher received permission from the School superintendent to distribute the questionnaires in order to start the data collection process. Designated employee representatives assisted in this process. After taking ethical factors into account, it was decided that an ethical assessment was not required because there were no delicate human issues. The following ranges of values with their descriptive interpretation will be used:

Scoring Procedure

Empowering Leadership Styles			
Scale	Range Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strong Disagree	Very Low

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RESULTS AND DISCUSSION

Level of Empowering Leadership

Table 1: *Perceived Level of Empowering Leadership in Terms of Vision-Oriented Empowerment*

A. Vision-oriented Empowerment	AWV	SD	Description	Interpretation
1. Teachers are invited and involved in creating the vision and mission of the organization.	4.12	1.02	Agree	High
2. The vision and mission of the institution are clear to the teachers.	4.41	0.77	Strongly Agree	Very High
3. There is a communication of vision and mission to all teachers.	4.36	0.81	Strongly Agree	Very High
4. There is a disclosure of strategy to achieve the vision and mission.	4.04	0.84	Agree	High
5. Constant update of the attainment of vision and mission to the teachers.	4.11	0.87	Agree	High
6. Encourage teachers to initiate activities in line with the vision-mission	4.28	0.88	Strongly Agree	Very High
7. Teachers are allowed to make their decisions based on the vision and mission.	4.07	0.97	Agree	High
8. There is a regular assessment of the work together with the teachers in line with the vision and mission.	3.93	0.91	Agree	High
Overall	**4.16**	**0.89**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 reflects the perceived level of empowering leadership in terms of vision-oriented empowerment. The respondents strongly agree that the vision and mission of the institution are clear to the employees, there is a communication of vision and mission to all employees, and encourage employees to initiate activities in line with the vision and mission. The respondents agree that employees are invited and involved in creating the vision and mission of the organization, there is a disclosure of strategy to achieve the vision and mission, there is constant update of the attainment of vision and mission to the employees, employees are allowed to make their decisions based on the vision and mission, and there is regular assessment of the work together with the employees in line with the vision and mission. Overall, the respondents agree that the level of empowering leadership in terms of vision-oriented empowerment is high. This finding conveys that the respondents perceived the empowering leadership in their respective schools as high with an overall mean of 4.16 with a standard deviation of 0.89. This finding is important because Werang & Lena (2014) stated that efficient leadership that consistently aligns school missions and visions with actions is the cornerstone to build effective schools. Macaspac (2024) also stated that an empowering leader sets a clear vision for their employees and gives them autonomy in carrying out their responsibilities. Parveen et al. (2022) emphasized that achievement-oriented leadership helps principals to set such objectives and goals, which make teachers active, energetic, and motivated.

Table 3: *Perceived Level of Empowering Leadership in Terms of Independent/Autonomy Empowerment*

B. Independence/Autonomy Empowerment	AWV	SD	Description	Interpretation
1. The management allows the teachers to perform their work on their own based on what they know best.	4.32	0.82	Strongly Agree	Very High
2. The management encourages self-thinking and creativity at work.	4.27	0.80	Strongly Agree	Very High
3. The management does not intervene too much in the work of teachers.	3.85	0.95	Agree	High
4. The management motivates teachers to determine or govern themselves.	4.22	0.83	Strongly Agree	Very High

5. The teachers are allowed to make their own decisions.	4.00	0.82	Agree	High
6. The management appreciates ideas and recognizes teachers' efforts.	4.31	0.79	Strongly Agree	Very High
7. The teachers are given easy access to the institution's resources to perform their job.	4.07	0.99	Agree	High
8. The management minimizes supervision and control of the work of teachers.	4.02	0.84	Agree	High
Overall	**4.13**	**0.74**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 discloses the perceived level of empowering leadership in terms of independent/autonomy empowerment. Based on the data disclosed in the table, the respondents strongly agree that the management allows the employees to perform their work on their own based on what they know best, encourages self-thinking and creativity at work, motivates employees to determine or govern themselves, and appreciates ideas and recognizes employees' efforts. The respondents agree that the management does not intervene too much in the work of employees, allowed employees to make their own decisions, given easy access to the institution's resources to perform their job, and minimizes supervision and control of the work of employees. In general, the respondents agree that level of empowering leadership in terms of independent/autonomy empowerment is high. This finding implies that the empowering leadership in the public secondary schools in the South District of Dipolog City is high. The current finding collaborates with the study of Sundström and Hasselryd (2023) which indicated that giving employees more freedom and control over their work and personal life can be positively connected to both performance and loyalty.

Table 4: *Perceived Level of Empowering Leadership in Terms of Delegation of Authority Empowerment*

C. Delegation Of Authority Empowerment	AWV	SD	Description	Interpretation
1. Teachers are given the authority to arrange their work.	3.94	0.93	Agree	High
2. Teachers are given the authority to accomplish the assigned task.	4.18	0.80	Agree	High
3. Teachers are given the authority to decide on the execution of their work	4.11	0.88	Agree	High
4. Teachers are given the authority to make decisions.	3.85	1.14	Agree	High
5. When the teachers are delegated to do a certain task, they are given easy access to the resources needed to accomplish the task	3.91	0.85	Agree	High
6. When the teachers are delegated to do a certain task, they are given guidelines on how to perform their task.	4.05	0.89	Agree	High
7. The delegated person is aware of the limits of his/her authority.	4.17	0.83	Agree	High
8. The delegated person knows that he/she is accountable to the person who gives him/her the authority.	4.20	0.86	Agree	High
Overall	**4.05**	**0.82**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 exhibits the perceived level of empowering leadership in terms of authority empowerment. The respondents agree that employees are given the authority to arrange their work, accomplish the assigned task, decide on the execution of their work, make decisions, delegated to do a certain task and are given easy access to the resources needed to accomplish the task, delegated person is aware of the limits of his/her authority, and delegated person knows that he/she is accountable to the person who gives him/her the authority. Altogether, the overall mean is 4.05 with a standard deviation of 0.82 which is described as agree and interpreted as high. This finding entails that empowering leadership in terms of authority in the public secondary schools of South

District, Dipolog City is high. Al-Jammal & Al-Khasawneh (2015) averred that to be effective, leaders must delegate authority to others to make decisions on their behalf, as they cannot address issues alone. Abun (2018) noted that a leader cannot be all-knowing or capable of doing everything at any time. There will be many issues that he/she will have to deal with, which will consume his/her time and energy.

Table 5: *Perceived Level of Empowering Leadership in Terms of Individual Goal-Oriented Empowerment*

D. Individual Goal-Oriented Empowerment	AWV	SD	Description	Interpretation
1. The individual teacher is given a specific goal to accomplish.	4.33	0.82	Strongly Agree	Very High
2. The goals that are given to the teachers are clearly defined.	4.18	0.80	Agree	High
3. Specific key result areas to be accomplished are identified.	4.26	0.80	Strongly Agree	Very High
4. The goals to be accomplished by the teachers are determined by a certain percentage of accomplishment.	4.22	0.87	Strongly Agree	Very High
5. Teachers are evaluated based on what they have accomplished.	4.36	0.76	Strongly Agree	Very High
6. Performance evaluation is based on the task given to the teachers to accomplish the goal.	4.37	0.73	Strongly Agree	Very High
7. The performers are recognized and rewarded	4.31	0.81	Strongly Agree	Very High
8. There are awarding ceremonies to recognize teachers who are performing excellently in their job.	4.42	0.77	Strongly Agree	Very High
Overall	**4.31**	**0.74**	**Strongly Agree**	**Very High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 shows the perceived level of empowering leadership in terms of individual goal-oriented empowerment. The result deduces that the respondents strongly agree that individual employee is given a specific goal to accomplish, specific key result areas to be accomplished are identified, goals to be accomplished by the employees are determined by a certain percentage of accomplishment, employees are evaluated based on what they have accomplished, performance evaluation is based on the task given to the teachers to accomplish the goal, performers are recognized and rewarded, and there are awarding ceremonies to recognize employees who are performing excellently in their job. The respondents agree that the goals that are given to the employees are clearly defined. As a whole, individual goal-oriented empowerment in the public secondary schools in South District of Dipolog City is very high. Liu et al. (2017) articulated that individual goal orientations and team empowerment impact creative self-efficacy, leading to improved performance. Learning and performance orientations can enhance team empowerment by increasing individual creative self-efficacy and creativity compared to those without such orientations. Stavrou et al. (2015) stated that individual goal theory contends that when a department or individuals are given an individual goal to achieve, it influences how the department operates or how the individual thinks, feels, and acts.

Table 6: *Summary of the Perceived Level of Empowering Leadership*

Empowering Leadership	AWV	SD	Description	Interpretation
A. Vision-Oriented Empowerment	4.16	0.89	Agree	High
B. Independent/Autonomy Empowerment	4.13	0.74	Agree	High
C. Delegation of Authority Empowerment	4.05	0.82	Agree	High
D. Individual Goal-Oriented Empowerment	4.31	0.74	Strongly Agree	Very High
Overall	**4.16**	**0.80**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 6 summarizes the perceived level of empowering leadership. It shows that individual goal-oriented empowerment obtained the highest mean which is described as strongly agree and interpreted as very high. While vision-oriented empowerment, independent/autonomy empowerment, and delegation of authority empowerment are high. Overall, the level of empowering leadership in the public secondary schools in the South District of Dipolog City is high. Macaspac (2024) noted that empowerment boosts a person's sense of self-worth as they feel valued for their work. Hao et al. (2018) also stated that employees are more committed and engaged when they have the freedom to perform their job independently, without strict supervision from leaders.

Level of Teachers' Performance

Table 7: *Level of Teachers' Performance*

Scale	Range of Values	Description	F	%	Weighted Mean	Description
1	Below 1.499	Poor	0	0.00		
2	1.500-2.499	Unsatisfactory	0	0.00		
3	2.500-3.499	Satisfactory	0	0.00	**4.138**	**Very Satisfactory**
4	3.500-4.499	Very Satisfactory	106	86.18		
5	4.500-5.000	Outstanding	17	13.82		

F = Frequency, % = Percent

Table 7 conveys the level of teachers' performance in terms of Individual Performance Commitment and Review Form (IPCRF) during the school year 2023-2024. The data shows that 106 or 86.18% of the respondents obtained a rating of very satisfactory while 17 or 13.82% outstanding. Overall, the teachers' performance is very satisfactory with an overall weighted mean of 4.138. This finding suggests that the public secondary school teachers in the South District of Dipolog City have very satisfactory performance. Teachers' performance as a variable is an important consideration in this study because Fong & Snape (2015) emphasized that in service-oriented organizations, the performance of teachers is considered a crucial element in attaining increased growth within educational institutions. Demircioglu (2021) also stated that employee performance, motivation, and satisfaction are crucial for all institutions, particularly educational organizations.

Relationship between the Levels of Empowering Leadership and Teachers' Performance

Table 8: Test of Relationship between the Levels of Empowering Leadership and Teachers' Performance

Empowering Leadership	rho-value p-value	Teachers' Performance	Interpretation
Vision-Oriented Empowerment	rho-vale	0.034	Not Significant
	p-value	0.706	
Independence/Autonomy Empowerment	rho-vale	0.114	Not Significant
	p-value	0.208	
Delegation of Authority Empowerment	rho-vale	0.050	Not Significant
	p-value	0.580	
Individual Goal-Oriented Empowerment	rho-vale	0.106	Not Significant
	p-value	0.242	
Overall	**rho-vale**	**0.042**	**Not Significant**
	p-value	**0.643**	

Table 8 illuminates the test of the relationship between the levels of empowering leadership and teachers' performance. Using the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome yields p-values greater than 0.05 which entails that there is no significant relationship between the empowering leadership and teachers' performance. Thus, the null hypothesis is not rejected. This finding implies that empowering leadership has no significant impact on the teachers' performance. This finding further entails that the teachers' performance is not significantly affected by empowering leadership. This finding contradicts the finding of Parveen et al. (2022) who found that significant relationships existed between leadership styles and teacher job performance. Al Khajeh (2018) also found that leadership styles impact organizational performance.

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CONCLUSION

This study concluded that level of empowering leadership in the public secondary schools in the South District of Dipolog City was very high in terms of individual goal-oriented empowerment and high in terms of vision-oriented empowerment, independent/autonomy empowerment, and delegation of authority empowerment. The level of teachers' performance at public secondary schools in the South District of Dipolog City in terms of RPMS/IPCRF for the school year 2023-2024 was very satisfactory. Moreover, no significant relationship between the levels of empowering leadership styles and teacher performance. This implies that the teachers' performance is not significantly affected by the empowering leadership style.

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