



SCHOOL HEADS WORKPLACE EMPOWERMENT, ORGANIZATIONAL COMMITMENT TO THE TEACHERS JOB SATISFACTION AND OFFICE PERFORMANCE

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ABSTRACT

This study aims to determine the effect of School heads workplace empowerment, organizational commitment to the teachers' job satisfaction and office performance. This study also answers the level of School Heads' workplace empowerment, the level of School Heads' organizational commitment, the level of Teachers' Job satisfaction, the level of Office Performance Commitment Rating Form (OPCRF), effect of School Heads Workplace Empowerment to the Teachers Job Satisfaction, effect of School Heads Workplace Empowerment to the Office Performance, effect of School Heads Organizational Commitment to the Teachers Job Satisfaction, and the effect of School Heads Organizational Commitment to the Office Performance.

In this study, descriptive-correlation research design was used to examine the effectiveness of School Heads Workplace Empowerment, Organizational Commitment to the Teachers Job Satisfaction and Office Performance. There are three hundred (300) randomly selected teachers and school heads from the SDO- Cabuyao City used in this study. Research-made questionnaires was used as the primary tool in this study. Random sampling was one of the simplest forms of collecting data were used in this research. In order to analyze and interpret the given data, mean, standard deviation, and pearson-r correlation was used.

Based on the findings, the level of school heads workplace empowerment and organizational commitment were "highly empowered". Also, the teacher's level of job satisfaction and Office Performance Rating Form (OPCRF) were "Very Satisfactory". Furthermore, there is a no significant effect of School Heads Workplace Empowerment to the Teachers Job Satisfaction. Also, there is a significant effect of School Heads Workplace Empowerment to the Office Performance. Moreover, there is a significant effect of School Heads Organizational Commitment to the Teachers Job Satisfaction. Lastly, there is no significant effect of School Heads Organizational Commitment to the Office Performance.

Based on the findings, it is concluded that there is no a significant effect between the school heads' workplace empowerment and teachers' job satisfaction. Thus, the hypothesis stating that "There is no a significant effect between the school heads' workplace empowerment and teachers' job satisfaction" was accepted. Meanwhile, there is a significant effect between the School Heads' Workplace Empowerment and Office performance. Thus, the hypothesis stating that "There is no significant effect between the School Heads' Workplace Empowerment and Office performance" was rejected. On the other hand, there is a significant effect between the School Heads Organizational Commitment and Teachers Job satisfaction. Thus, the hypothesis stating that "There is no significant effect between the School Heads Organizational Commitment and Teachers Job satisfaction" was rejected. Lastly, there is no a significant effect between the School Heads Organizational Commitment and Office Performance. Thus, the hypothesis stating that "There is no a significant effect between the School Heads Organizational Commitment and Office Performance" was accepted.

Based on the drawn conclusions, it is recommended that the school head may continue to invest in targeted professional development programs that align with teachers' needs and interests. Offering opportunities for continuous learning can directly impact job satisfaction; and DepEd officials and school heads may keep on with involving teachers in decision-making processes, especially on issues that directly affect their work and the school environment. This fosters a sense of belonging and investment in the school's success.

KEYWORDS: School heads workplace empowerment; organizational commitment; teachers' job satisfaction

1. INTRODUCTION

Workplace empowerment and organizational commitment are critical elements that can dramatically effect teachers' job happiness and overall school performance. Empowered teachers who feel a strong sense of connection to their organization are more likely to be content with their jobs and contribute to the success of their schools. The relationship between workplace empowerment, organizational commitment, and instructors' job happiness and office performance is complex and diverse. Empowered teachers who feel a strong sense of connection to their school may be more content with their professions, leading to enhanced teaching

performance and better student results. Conversely, teachers who lack empowerment and dedication may have reduced job satisfaction, which could negatively impact their teaching effectiveness and the overall performance of the school.

Educational institutions, like all public education sector, is facing major changes and difficulties that affect how well its leaders create and carry out policies, deal with roadblocks, and resolve problems that stand in the way of advancement. Public schools, therefore, endeavour to motivate their students to achieve their goals; the success or failure of the school is mostly



dependent on workplace management and organizational dedication.

Workplace empowerment and organizational commitment are critical elements that can dramatically effect teachers' job happiness and overall school performance. Empowered teachers who feel a strong sense of connection to their organization are more likely to be content with their jobs and contribute to the success of their schools. The relationship between workplace empowerment, organizational commitment, and instructors' job happiness and office performance is complex and diverse. Empowered teachers who feel a strong sense of connection to their school may be more content with their professions, leading to enhanced teaching performance and better student results. Conversely, teachers who lack empowerment and dedication may have reduced job satisfaction, which could negatively impact their teaching effectiveness and the overall performance of the school.

In order to create policies, set goals, assist staff in developing their abilities, and create an environment that will allow for the achievement of the intended results, the job of the educational leader is vital. The leader helps staff members improve their competencies and overcome obstacles linked to their jobs. Organizational commitment implies a more active commitment of the staff to the organization. Staff are willing to give their contribution to the wellbeing of the organization (Habib,2020). Organizational commitment is a multifaceted topic, as its definition differs across different sorts of school. As a result, it has been defined considering the research interests of scholars. But according to conventional wisdom, organizational commitment is a result of people developing a loyal bond with their organization.

In today's social and educational setting, workplace empowerment, organizational commitment, and office performance of public school heads are critical issues for a number of reasons. Initially, in the current dynamic and fast-paced workplace, companies require leaders that can encourage and inspire their staff to reach their maximum potential. Second, because it empowers people to take responsibility for their work and make a positive impact on the attainment of organizational objectives, workplace empowerment is a crucial issue in today's social and educational setting. Employees that feel empowered at work are more likely to be devoted to the company, more productive, and satisfied in their roles. Thirdly, workplace empowerment particularly relevant in the public schools in City schools' Division of Laguna, where there is a scarcity of studies exploring workplace empowerment and organizational commitment. Through this research, the Department of Education (DepEd) will be able to gather important information about the workplace empowerment, organizational commitment, teachers' job satisfaction and office performance of public school heads among their staff members and create plans for fostering an environment that encourages engagement, dedication, and creativity.

Generally, in today's social and educational context, school heads' workplace empowerment, organizational commitment to their job satisfaction, and office performance are important

issues because they offer a useful framework for understanding the traits and behaviours associated with effective leadership and for fostering workplace empowerment and organizational success. The findings of this study can be applied to the development of workplace empowerment methods in other firms.

1.1 Statement of the Problem

Specifically, the study seeks to answer to the following sub-problems:

1. What is the level of School Heads' workplace empowerment in terms of:
 - 1.1 Psychological empowerment as to:
 - 1.1.1 meaning;
 - 1.1.2 competence;
 - 1.1.3 self-determination;
 - 1.1.4 impact; and
 - 1.1.5 decision making?
 - 1.2 Structural empowerment as to:
 - 1.2.1 opportunity;
 - 1.2.2 resources;
 - 1.2.3 support;
 - 1.2.4 information; and
 - 1.2.5 policy implementation?
2. What is the level of School Heads' Organizational Commitment relative to:
 - 2.1. Affective Commitment;
 - 2.2 Continuance Commitment; and
 - 2.3 Normative Commitment?
3. What is the level of Teachers' Job satisfaction in terms of:
 - 3.1 Compensation;
 - 3.2 Recognition;
 - 3.3 Benefits and Incentives;
 - 3.4 Professional Growth; and
 - 3.5 Work Environment?
4. What is the level of Office Performance Commitment Rating Form (OPCRF)?
5. Does the School Heads Workplace Empowerment have significant effect to the Teachers Job Satisfaction?
6. Does the School Heads Workplace Empowerment have significant effect to the Office Performance?
7. Does the School Heads Organizational Commitment have significant effect to the Teachers Job Satisfaction?
8. Does the *School Heads Organizational Commitment* have significant effect to the *Office Performance*?

2. METHODOLOGY

The descriptive-correlational research design employed by the researcher, as it is the most effective research model for this study. The process of collecting, examining, and tabulating data regarding current circumstances, procedures, and practices, followed by a sufficient and precise interpretation, is known as descriptive research.

3. RESULTS AND DISCUSSION

This chapter includes the presentation, analysis, and interpretation of the data. These are presented in the tables following the sequence of the specific research problem.



The study on school leaders' workplace empowerment, organizational commitment, job happiness among teachers, and office performance is presented in this chapter. To address the research questions and evaluate the study's hypotheses, the data collected from the respondents was evaluated. The findings are provided in an organized fashion, with descriptive statistics first, then inferential statistics, then a discussion that incorporates these results with prior research as a conclusion.

This chapter's aim is to present a thorough analysis of the data gathered, providing insights into the relationship between school leaders' workplace empowerment and organizational

commitment, which in turn influences teachers' job happiness and general office performance. To improve educational leadership and school effectiveness, the study seeks to identify patterns and linkages that might guide policy and practice in educational administration. These results indicate that school heads' sense of empowerment could be further strengthened by programs designed to make their responsibilities more relevant.

Table 1 shows the psychological workplace empowerment of school heads and teachers, they received an overall weighted mean of 4.4921, which

Table 1. Level of School heads Workplace Empowerment: Meaning

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
1.1. Meaning			
a. <i>My role as a school head provides me with a sense of purpose and fulfillment.</i>	4.5098	.61048	Highly Empowered
b. <i>My job activities are personally meaningful to me.</i>	4.5295	.53765	Highly Empowered
c. <i>I derive a sense of meaning from fostering a positive and inclusive school environment.</i>	4.4902	.53837	Highly Empowered
d. <i>The sense of purpose in my role as a school head is reflected in the school's achievements.</i>	4.4685	.55202	Highly Empowered
e. <i>I derive meaning from the opportunity to create a vision for the school's future.</i>	4.4626	.56227	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4921

Overall SD: .37266

Interpretation: Highly Empowered

is regarded as "Highly Empowered." Regarding statements a, b, and c, respectively, it is said that: "My role as a school head provides me with a sense of purpose and fulfillment," " My job activities are personally meaningful to me.," and "I derive a sense of meaning from fostering a positive and inclusive school environment." acquired a weighted mean of 4.5098, 4.5295, and 4.4902, respectively, for the typical verbal interpretation of "Highly empowered."

The high mean scores for all statements show that school heads have a level of empowerment, which is indicative of a strong sense of purpose and fulfillment in their roles. This sense of purpose is essential since it probably increases their dedication, motivation, and general job happiness. One of the main components of good leadership and successful academic outcomes is the empowerment that comes from meaningful work.

Table 2. Level of School heads Workplace Empowerment: Competence

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
1.2. Competence			
a. <i>I am confident that I have the ability to perform my tasks as the school head.</i>	4.4803	.55966	Highly Empowered
b. <i>I am self-assured that I can carry out my responsibilities effectively.</i>	4.5217	.53435	Highly Empowered
c. <i>I have mastered the skills necessary for my job.</i>	4.5118	.56689	Highly Empowered



d. <i>I am well-equipped with the necessary knowledge and skills for my role as a school head.</i>	4.5394	.54793	Highly Empowered
e. <i>I participate actively trainings and support to stay current with educational trends and practices.</i>	4.4449	.61130	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4996

Overall SD: .37147

Interpretation: Highly Empowered

Table 2 displays the degree of workplace empowerment among school heads based on their perceived ability. Here, "competence" refers to the school heads' self-assessed capacity for carrying out their responsibilities successfully, as well as their mastery of the required skills and participation in continuing professional development.

As the Table 2 displayed the competence received an overall weighted mean of 4.4966 with an SD of .55966, which is regarded as "Highly Empowered". Both statements—"Highly Empowered", "I am well-equipped with the necessary knowledge and skills for my role as a school head," and "I am self-assured that I can carry out my responsibilities effectively."—had a weighted mean of 4.5217. Statement 3: "I have mastered the skills necessary for my job." likewise received a weighted mean of 4.5118, indicating that the respondent is "Highly Empowered."

The competence dimension's total mean score of 4.4996 indicates that school leaders feel highly empowered. Given the high scores for each statement, it appears that school administrators are competent, self-assured, and ready to carry out their responsibilities with effectiveness. The constant high scores in all areas of competence—from task performance assurance to active engagement in training—showcase a thorough sense of empowerment.

Since it immediately affects their capacity to successfully manage their schools and provide a positive learning environment, this high degree of perceived competence is essential for effective school leadership. School systems may guarantee that its leaders are prepared to tackle the demands of contemporary education by preserving and improving these levels of competence through focused professional development and assistance.

Table 3. Level of School heads Workplace Empowerment: Self-determination

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
1.3. Self-determination				
a. <i>I have significant autonomy in determining how I do my job.</i>		4.5315	.52265	Highly Empowered
b. <i>I can decide for myself how to get my work done.</i>		4.5335	.54108	Highly Empowered
c. <i>I have considerable opportunity for independence and freedom on how I do my job.</i>		4.6083	.53487	Highly Empowered
d. <i>I feel a sense of personal choice in selecting leadership strategies appropriate for the school.</i>		4.5394	.52962	Highly Empowered
e. <i>I am encouraged to explore innovative solutions to address the challenges encountered within the school.</i>		4.5650	.53452	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.5555

Overall SD: .34946

Interpretation: Highly Empowered

The table 3 presents the results pertaining to school heads' self-determination as a component of workplace empowerment. The freedom and independence that school administrators possess in discharging their duties and obligations is referred to as self-

determination. After 300 school heads submitted their answers, the mean scores, standard deviations (SD), and verbal interpretations for each self-determination statement were calculated.



As the table 3 presented school heads' level of self-determination is firmly placed in the "Highly Empowered" category with an overall mean score of 4.5555. The very low overall standard deviation (0.34946) suggests a high degree of agreement among participants, suggesting that the majority of school administrators have a comparable understanding of their level of empowerment with regard to self-determination.

With a mean score of 4.5315, school leaders perceive a high degree of autonomy in how they carry out their duties. The

comparatively low standard deviation indicates a high degree of agreement among the participants, indicating that most school heads hold similar views regarding their autonomy. The third statement with the highest mean score (4.6083) indicates that school heads most firmly regard the possibility for independence and freedom as a component of self-determination. The high degree of perceived empowerment is reinforced by the standard deviation, which shows consistent responses.

Table 4. Level of School heads Workplace Empowerment: Impact

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
1.4. Impact				
a. <i>I know that I have a significant impact on what happens in my school.</i>		4.5020	.56352	Highly Empowered
b. <i>I have a great deal of content over what happens in my school.</i>		4.5669	.55952	Highly Empowered
c. <i>I am aware of the influence that I have on others as a school head.</i>		4.5453	.54385	Highly Empowered
d. <i>I believe that the changes I implement contribute significantly to the school's achievement and performance.</i>		4.5335	.54832	Highly Empowered
e. <i>I actively seek ways to make a lasting and positive impact on the school community.</i>		4.5394	.53333	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.5374

Overall SD: .38689

Interpretation: Highly Empowered

The table 4 presents the results pertaining to school heads' impact as a component of workplace empowerment. As the table presented, The average score of 4.5374 indicates that principals believe they have a significant influence on how their schools are run. Being aware of one's influence is crucial for good leadership since it inspires self-assurance and prompt decision-making. There is general agreement among the school heads on this topic, as evidenced by the SD of .38689, which shows a rather tight clustering of responses around the mean. This similarity points to a common conviction about their power and authority over educational issues.

The findings clearly show that school principals have a great sense of empowerment in their positions. They believe they have considerable control, influence, and impact over the operations and culture of their schools. Effective school leadership depends on a high degree of empowerment because it promotes self-assurance, independence, and a proactive

attitude toward possibilities and problems. The respondents' consistent impressions of empowerment point to a common experience that can foster coherent and successful leadership practices throughout the educational system. Ultimately, school culture, community involvement, and performance are probably going to benefit from the high degree of empowerment among school leaders.

The table 5 disclosed the results pertaining to school heads' impact as a component of workplace empowerment. As the table presented, School strongly feel empowered to make decisions about curriculum, as evidenced by their mean score of 4.5394 and SD of .68656, which both show a rather high level of agreement among respondents. The average score of 4.5177 suggests that administrators feel empowered to make choices that impact the school's overall course. The SD (.68347) indicates that respondents' perceptions are consistent.



Table 5. Level of School heads Workplace Empowerment: Decision-making

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
1.5. Decision-making				
a. <i>I have the right and responsibility to make decisions about curriculum matters.</i>		4.5394	.68656	Highly Empowered
b. <i>I lead in making decisions related to school expenses.</i>		4.4370	.68611	Highly Empowered
c. <i>I can use my own judgment when making decisions.</i>		4.4744	.60380	Highly Empowered
d. <i>I feel empowered to make decisions that impact the overall direction of the school.</i>		4.5177	.68347	Highly Empowered
e. <i>I am encouraged to seek input from the school staff and stakeholders before making major decisions.</i>		4.4094	.64208	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4756

Overall SD: .64208

Interpretation: Highly Empowered

A significant sense of autonomy and responsibility in their professions is revealed by the analysis of school leaders' decision-making empowerment. The high overall mean score suggests that school leaders have a great sense of authority to

decide on important matters like curriculum, budget, and the overall direction of their institutions. Encouragement to get feedback from others highlights their collaborative leadership style even more.

Table 6. Level of School heads Structural Empowerment: Opportunity

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
1.2.1 Opportunity				
a. <i>Opportunities for professional development are regularly offered to enhance leadership skills.</i>		4.4567	.66772	Highly Empowered
b. <i>I have the autonomy to pursue professional development opportunities aligned with my leadership role.</i>		4.4508	.69907	Highly Empowered
c. <i>The school supports my continuous learning and growth as a school leader.</i>		4.4232	.72161	Highly Empowered
d. <i>The school has established a transparent process for decision-making and resource allocation.</i>		4.4587	.70520	Highly Empowered
e. <i>The school fosters a culture of innovation and creativity, providing opportunities to explore new ideas and initiatives.</i>		4.4154	.70412	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4409

Overall SD: .50783

Interpretation: Highly Empowered

Table 6 displays the results pertaining to school heads' opportunity as a component of workplace empowerment. As

the table displayed, school heads generally feel quite empowered, as seen by their overall mean score of 4.4409. A



high degree of consistency in the responses is seen in the overall standard deviation of 0.50783, indicating that most respondents share the perception of empowerment.

With a mean score of 4.4587, the high mean score indicates that decision-making and resource allocation transparency are highly valued. The low standard deviation of .70520 suggests that a majority of respondents concur on this facet of empowerment. The conclusion that school heads have a strong and uniformly perceived structural empowerment in terms of opportunities is supported by the high overall mean and low overall standard deviation. Their efficacy and job satisfaction are probably enhanced by this favourable opinion, which also

fosters a more vibrant and healthy learning environment.

The data provided in Table 7 assesses how structurally empowered school leaders are in terms of resources. School heads exhibit a strong sense of empowerment, as evidenced by their overall mean score of 4.4720 with an SD of 0.43560. The respondents feel "Highly Empowered," according to each statement, with mean scores constantly above 4.4. Given the high degree of perceived empowerment in resource management across a range of domains, it is likely that school administrators believe they have the power, support, and authority needed to manage resources well.

Table 7. Level of School heads Structural Empowerment: Resources

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
1.2.2 Resources			
a. <i>The school provides adequate resources (financial, human, and material) to support effective leadership.</i>	4.4744	.66271	Highly Empowered
b. <i>I have control over the allocation of resources within my school.</i>	4.4587	.67956	Highly Empowered
c. <i>Adequate staffing levels are maintained to support the school's objectives.</i>	4.4843	.63568	Highly Empowered
d. <i>I have the authority to prioritize resource allocation based on the school's needs.</i>	4.5020	.61055	Highly Empowered
e. <i>I feel empowered to advocate for additional resources when needed.</i>	4.4409	.64546	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4720

Overall SD: .43560

Interpretation: Highly Empowered

The statement of "I have the authority to prioritize resource allocation based on the school's needs", school heads feel extremely empowered about their ability to allocate resources based on priority, as evidenced by their highest mean score of 4.5020 out of all the claims. There is significant agreement on this topic, as evidenced by the standard deviation of 0.61055,

which shows the least diversity in responses. Based on the findings, there appears to be a favorable atmosphere in which school administrators were empowered to oversee and push for the resources required to achieve their institution's goals. Effective school leadership and the successful use of instructional practices depend on this empowerment.

Table 8. Level of School heads Structural Empowerment: Support

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
1.2.3 Support			
a. <i>The school leadership encourages and supports innovative ideas and practices.</i>	4.4606	.66797	Highly Empowered
b. <i>I feel empowered to propose and implement changes that enhance the quality of education.</i>	4.4744	.62912	Highly Empowered



c. <i>There is a culture of openness to new and creative approaches in our school.</i>	4.4823	.63872	Highly Empowered
d. <i>I feel supported by the school administration in my role as a school head.</i>	4.4508	.69907	Highly Empowered
e. <i>The school administration values and actively promotes a supportive culture.</i>	4.4547	.68796	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4646

Overall SD: .47294

Interpretation: Highly Empowered

Table 8 disclose how structurally empowered school leaders are in terms of support. School heads exhibit a strong sense of empowerment, as evidenced by their overall mean score of 4.4646 with an SD of 0.47294. The respondents feel "Highly Empowered," given the high degree of perceived empowerment in resource management across a range of domains, it is likely that school administrators believe they have the power, support, and authority needed to manage resources well.

The statement of "There is a culture of openness to new and creative approaches in our school", school heads feel extremely empowered about their support in creative approaches, as evidenced by their highest mean score of 4.4823 out of all the claims. There is significant agreement on this

topic, as evidenced by the standard deviation of 0.63872, which shows the least diversity in responses. With the highest mean score for this statement, school heads appear to view their institutions as having a very open attitude to new ideas. This is a generally held opinion, as indicated by the low SD.

The low standard deviations, which signify the constancy of these high results, highlight a widespread agreement among school administrators. This broad consensus indicates a strong support system in place in the schools, which creates an atmosphere where school administrators feel extremely empowered to innovate and lead.

Table 9. Level of School heads Structural Empowerment: Information

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
1.2.4 Information				
a. <i>I have access to information about budgetary allocations within the school.</i>		4.4665	.74637	Highly Empowered
b. <i>Relevant information about the school's policies and procedures is readily available to me.</i>		4.4941	.67497	Highly Empowered
c. <i>I am well-informed about decisions made at higher administrative levels that impact the school.</i>		4.4626	.74353	Highly Empowered
d. <i>I have access to comprehensive data and reports that help me make informed decisions.</i>		4.4646	.71661	Highly Empowered
e. <i>Information about student progress and academic performance is readily available to me.</i>		4.5295	.69736	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.5295

Overall SD: .45996

Interpretation: Highly Empowered

With a particular emphasis on their information availability, Table 9 data illustrates the degree of structural empowerment among school leaders. To the great extent that it is possible, this

table offers an understanding of the opinions that knowledgeable school leaders hold regarding several facets of school operations and administration.



School heads consistently and strongly perceive empowerment in relation to information availability, as evidenced by high overall mean score (4.5295) and low overall SD (0.45996). For efficient school administration, strategic planning, and decision-making, this all-inclusive information access is essential.

With access to data on student growth and academic performance, school administrators feel especially empowered, as seen by the highest mean score (4.5295). This is essential for tracking academic progress and carrying out focused interventions. The standard deviation (0.69736) shows that school leaders generally agree on the availability of this information.

A well-established system that keeps school heads informed about important aspects of school operations is shown in the high level of structural empowerment attained through information access. Their capacity to successfully run schools, adopt cutting-edge procedures, and raise the standard of instruction is supported by this degree of information availability.

Table 10 provides insights into the perceived level of structural empowerment among school heads concerning policy implementation. Based on the overall mean score 4.4331 with an SD of .48036, school heads often feel highly empowered when it comes to implementing policies in their schools. Despite being relatively modest, the standard deviation indicates some variation in the sample's responses.

Table 10. Level of School heads Structural Empowerment: Policy Implementation

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
1.2.5 Policy Implementation			
a. <i>The school provides clear guidelines for policy development and implementation.</i>	4.4331	.72259	Highly Empowered
b. <i>I am aware of the channels through which policies are communicated to the school community.</i>	4.4823	.70058	Highly Empowered
c. <i>I am encouraged to share insights and suggestions for improving existing policies.</i>	4.4685	.74645	Highly Empowered
d. <i>I actively seek feedback from school staff regarding their experiences with implemented policies.</i>	4.4370	.75236	Highly Empowered
e. <i>I am involved in decision-making processes related to policy changes within the school.</i>	4.4193	.76110	Highly Empowered

Legend: 5:00-4:21= Highly Empowered; 4:20-3:41= Empowered; 3:40-2:61=Neutral; 2:60-1:81= Less Empowered; 1:80-1:00= Not Empowered

Overall mean: 4.4331

Overall SD: .48036

Interpretation: Highly Empowered

Regarding statements b, c and d respectively, it is said that: “I am aware of the channels through which policies are communicated to the school community,” “I am encouraged to share insights and suggestions for improving existing policies,” and “I actively seek feedback from school staff regarding their experiences with implemented policies.” acquired a weighted mean of 4.4823, 4.4685, and 4.4370, respectively, for the typical verbal interpretation of “Highly empowered.”

Based on the findings, school administrators typically feel very powerful when it comes to carrying out several areas of institutional policy. They see precise guidelines for the creation and application of policies, are aware of the channels via which policies are communicated, are motivated to offer suggestions for enhancing current policies, aggressively solicit input from school personnel, and participate in the processes by which policy changes are decided. The general tendency indicates that school heads have a strong sense of empowerment when it

comes to implementing policies, even though there may be some variation in their reactions.

Measures of structural, psychological, and leadership empowerment are strongly connected with principals' capacity to fulfill their responsibilities as effective instructional leaders, according to Tsegaye (2018). Empowerment was found to be significantly influenced by three factors: leadership conduct, skill development, and transfer of authority, psychological empowerment and structural empowerment.

The data in Table 11 presents the level of school heads' organizational commitment, specifically in terms of affective commitment. As the table presented, affective commitment statements' aggregate mean of 4.4504 with a standard deviation of 0.46594, the answers appear to be reasonably consistent. The school heads' strong emotional attachment to their school and sense of belonging are indicated by the verbal interpretations



for each statement, which all come under the category of "Very High Commitment."

Table 11. Level of School Heads' Organizational Commitment: Affective

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
2.1 Affective Commitment			
a. <i>I would be very happy to spend the rest of my career at this school.</i>	4.4016	.72259	Very High Commitment
b. <i>I really feel as if this school's problems are my own.</i>	4.4783	.70058	Very High Commitment
c. <i>I feel like I do not belong in this school.</i>	4.4390	.74645	Very High Commitment
d. <i>This school does not seem to be a place where I feel emotionally attached.</i>	4.4744	.75236	Very High Commitment
e. <i>This school has a great deal of personal meaning for me.</i>	4.4587	.76110	Very High Commitment

Legend: 5:00-4:21= Very High Commitment; 4:20-3:41= High Commitment; 3:40-2:61=Neutral; 2:60-1:81= Moderately Commitment; 1:80-1:00= Less Committed

Overall mean: 4.4504

Overall SD: .46594

Interpretation: Very High Commitment

Table 12 shows the level of organizational commitment in terms of continuance. Based on the overall mean score 4.4394 with an SD of .53133, school heads often feel highly empowered when it comes to implementing policies in their schools. Despite being relatively modest, the standard deviation

indicates some variation in the sample's responses. The school heads have a great sense of commitment and attachment to their role, and they feel that it would be difficult to leave their job, according to the verbal interpretation for each statement, which falls under the category of "Very High Commitment."

Table 12. Level of School Heads' Organizational Commitment: Continuance

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
2.2 Continuance Commitment			
a. <i>It would be very hard for me to leave my job at this school right now even if I wanted to.</i>	4.4016	.72259	Very High Commitment
b. <i>I believe that staying in your current position as a school head aligns with your long-term career goals.</i>	4.4506	.70058	Very High Commitment
c. <i>I feel that leaving my role as a school head would result in significant personal sacrifices.</i>	4.4272	.74645	Very High Commitment
d. <i>I feel a sense of obligation to remain committed to your role as a school head.</i>	4.4232	.75236	Very High Commitment
e. <i>One of the few negative consequences of leaving my job at this school would be the scarcity of available alternative elsewhere.</i>	4.4961	.76110	Very High Commitment

Legend: 5:00-4:21= Very High Commitment; 4:20-3:41= High Commitment; 3:40-2:61=Neutral; 2:60-1:81= Moderately Commitment; 1:80-1:00= Less Committed

Overall mean: 4.4394

Overall SD: .53133

Interpretation: Very High Commitment



The school leaders' strong commitment to staying in their roles indicates that they are likely to do so despite possible difficulties or discontent. This has potential benefits and

drawbacks. While it can support organizational continuity and stability, it may also make it more difficult for the business to change with the times or bring in new leadership.

Table 13. Level of School Heads' Organizational Commitment: Normative

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
2.3 Normative Commitment			
a. I feel no obligation to remain with my school.	4.3957	.72259	Very High Commitment
b. Even if it were to my advantage, I do not feel it would be right to leave.	4.4213	.70058	Very High Commitment
c. I would feel guilty if I left this school now.	4.4154	.74645	Very High Commitment
d. This school deserves my loyalty.	4.4409	.75236	Very High Commitment
e. I would not leave my school right now because of my sense of obligation to it.	4.4043	.76110	Very High Commitment

Legend: 5:00-4:21= *Very High Commitment*; 4:20-3:41= *High Commitment*; 3:40-2:61=*Neutral*; 2:60-1:81= *Moderately Commitment*; 1:80-1:00= *Less Committed*

Overall mean: 4.4352

Overall SD: .58414

Interpretation: Very High Commitment

Table 13 shows the average mean score of 4.4352 suggests that school administrators possess an exceptionally high degree of normative commitment. The SD of 0.58414, which indicates that the replies are generally constant throughout the sample, lends more credence to this. In the statement "I would feel bad about leaving this school right now." These people clearly have a strong devotion to their institution and its ideals, as evidenced by their extremely high commitment score.

School heads show a very high level of normative commitment to their schools, according to the statistics in Table 13. These people appear to have a strong commitment to their schools and its ideals, as evidenced by the consistently very high commitment ratings obtained across all five items. Their answers to the above indicate that they are likely motivated by a feeling of duty, loyalty, and moral responsibility, which is why they are committed.

Table 14. Level of Teachers' Job Satisfaction: Compensation

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
3.1 Compensation			
a. I am receiving the corresponding salary grade.	4.4488	.70455	Very Satisfactory
b. I have a desirable job opportunity along with my salary.	4.4685	.68873	Very Satisfactory
c. I was provided enough supplies for my instructional materials by DepEd	4.4497	.72976	Very Satisfactory
d. I feel fairly compensated for work and effort I put into my teaching responsibilities.	4.4744	.67743	Very Satisfactory
e. The school provides opportunities for professional development, and I feel adequately compensated for participating in such activities.	4.4272	.75670	Very Satisfactory

Legend: 5:00-4:21= *Very High Satisfactory*; 4:20-3:41= *Satisfactory*; 3:40-2:61=*Neutral*; 2:60-1:81=*Fairly Satisfactory*; 1:80-1:00=*Not Satisfactory*

Overall mean: 4.4538

Overall SD: .54140

Interpretation: Very Satisfactory



Table 14 presents the level of teachers' job satisfaction in terms of compensation. In terms of pay, teachers' job satisfaction is quite excellent, as indicated by the overall mean of 4.4538. The SD of 0.54140, which indicates that the replies are generally consistent across the sample, lends additional support to this. Teachers appear to feel they are being appropriately compensated for their work and that their compensation package matches with their professional development objectives and career goals, based on the very satisfactory mean ratings that are consistently found across all five assertions.

The results of this study have significant ramifications for school administrators and lawmakers who make decisions about education. A teacher's job happiness can be increased by making sure they receive fair compensation, have access to sufficient resources, and opportunities for professional development. This can ultimately improve student outcomes. To make sure that teachers' demands are being satisfied, school administrators should periodically assess their remuneration policies and ask for input from the teaching staff.

Table 15. Level of Teachers' Job Satisfaction: Recognition

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
3.2 Recognition			
a. <i>My contributions in the school's progress and development are recognized.</i>	4.4606	.72189	Very Satisfactory
b. <i>I feel appreciated by students and parents for my teaching efforts.</i>	4.5217	.66582	Very Satisfactory
c. <i>The school implement a formal recognition program that have a positive effect on teacher morale and job satisfaction.</i>	4.5059	.68079	Very Satisfactory
d. <i>The school administration appreciates the efforts of teachers in promoting student success.</i>	4.4449	.72359	Very Satisfactory
e. <i>Teachers are acknowledged during school events and meetings.</i>	4.4241	.74895	Very Satisfactory

Legend: 5:00-4:21= Very High Satisfactory; 4:20-3:41= Satisfactory; 3:40-2:61=Neutral; 2:60-1:81=Fairly Satisfactory; 1:80-1:00=Not Satisfactory

Overall mean: 4.4717

Overall SD: .54122

Interpretation: Very Satisfactory

The information in Table 15 illustrates how satisfied instructors are with their jobs in terms of acknowledgment. The standard deviation (SD) of 0.54122 and the overall mean of 4.4717 indicate that instructors are quite happy with the praise they get from their school and peers. This is demonstrated by the fact that educators are acknowledged at school functions and meetings and that parents and students feel valued for the lessons they have taught. The teachers' high degree of job satisfaction in terms of recognition is further supported by their perception that their contributions to the growth and

development of the school are acknowledged.

The findings of this study also suggest that schools should prioritize providing recognition to teachers as a means of increasing job satisfaction. This can be achieved through various strategies, such as implementing formal recognition programs, providing opportunities for teachers to receive recognition during school events and meetings, and ensuring that teachers feel their contributions are recognized and valued by the school community.

Table 16. Level of Teachers' Job Satisfaction: Benefits and Incentives

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
3.3 Benefits and Incentives			
a. <i>I am provided with the support necessary for accomplishing assigned tasks.</i>	4.5273	.60270	Very Satisfactory
b. <i>I am allowed to file application for leave.</i>	4.4834	.66215	Very Satisfactory
c. <i>The school provides clear information about available incentives.</i>	4.5039	.64105	Very Satisfactory



d. <i>The availability of performance-based incentives motivates me to improve as an educator.</i>	4.5195	.61585	Very Satisfactory
e. <i>The school offers a variety of incentives that recognize and appreciate teachers' efforts.</i>	4.5078	.65011	Very Satisfactory

Legend: 5:00-4:21= Very High Satisfactory; 4:20-3:41= Satisfactory; 3:40-2:61=Neutral; 2:60-1:81=Fairly Satisfactory; 1:80-1:00=Not Satisfactory

Overall mean: 4.5085

Overall SD: .51242

Interpretation: Very Satisfactory

The information in Table 16 discloses satisfied instructors are with their jobs in terms of acknowledgment. As the table disclosed the overall mean of 4.5085 indicates that teachers have a very satisfactory level of job satisfaction in terms of benefits and incentives. This is further supported by the SD of 0.51242. This implies that educators are quite pleased with the perks and rewards offered by their institution. A low SD indicates that most teachers are about the same in terms of how satisfied they are with the perks and rewards that their school provides.

Through an examination of the individual statements, we can observe that instructors are especially happy with the assistance they get in completing tasks that have been allocated to them (mean = 4.5273) and the availability of performance-based incentives that spur them on to become better teachers (mean = 4.5195). Additionally, teachers feel that their school offers a variety of incentives that acknowledge and value their work, as well as clear information about available incentives (mean = 4.5039) (mean = 4.5078).

The study's conclusions have significant ramifications for legislators and school officials. Ensuring that educators receive encouragement, motivation, and acknowledgment for their work can enhance their job satisfaction, which can then result in better learning results for students. Giving teachers advantages and incentives, like performance-based rewards, leave guidelines, and transparent information about available incentives, should be a top priority for school administration.

The information in Table 17 illustrates how satisfied teachers are with their jobs in terms of professional development. In terms of professional advancement, teachers' job satisfaction is quite satisfactory, as indicated by the overall mean of 4.5535 with an SD of 0.45574. Teachers appear to feel encouraged, supported, and acknowledged for their professional development, based on the extremely satisfactory mean scores that are consistently obtained across all five categories.

Table 17. Level of Teachers' Job Satisfaction: Professional Growth

Respondents (n=300)	Mean	SD	Verbal Interpretation
Statement			
3.4 Professional Growth			
a. <i>I am given a chance to excel more with my teaching job.</i>	4.5840	.55321	Very Satisfactory
b. <i>I am allowed to attend further graduate studies.</i>	4.5352	.59576	Very Satisfactory
c. <i>I am given opportunities to attend conferences and seminars relevant to my field.</i>	4.5645	.57995	Very Satisfactory
d. <i>I am satisfied with the feedback and support I receive for my professional goals.</i>	4.5449	.58515	Very Satisfactory
e. <i>The school promotes a culture of collaboration and knowledge-sharing among teachers.</i>	4.5391	.60205	Very Satisfactory

Legend: 5:00-4:21= Very High Satisfactory; 4:20-3:41= Satisfactory; 3:40-2:61=Neutral; 2:60-1:81=Fairly Satisfactory; 1:80-1:00=Not Satisfactory

Overall mean: 4.5535

Overall SD: .45574

Interpretation: Very Satisfactory

The statement that "I am given a chance to excel more with my teaching job" implies that educators believe they have plenty of chances to succeed in their roles. The data suggests that instructors are highly satisfied with this part of their employment, as evidenced by the mean score of 4.5840 and

standard deviation (SD) of 0.55321. Offering chances for professional development, such as going to conferences and seminars, going back to school for a graduate degree, and getting advice and encouragement for career objectives, should be a top priority for school administrators.



Table 18 shows the degree of job satisfaction among instructors in terms of work environment. The overall mean of 4.5359 with an SD of 0.46896 shows that teachers are fairly satisfied with their jobs in terms of professional progress. These findings corroborated a study by Malik et al. (2021), which found that instructors' satisfaction with their professional needs may be

greatly aided by the attainment of learning objectives, desired change, and the holistic development of students. By concluding, it can be claimed that the current environment necessitates identifying the factors that satisfy an educator for successful and productive work.

Table 18. Level of Teachers' Job Satisfaction: Work Environment

Statement	Respondents (n=300)	Mean	SD	Verbal Interpretation
a. <i>I feel satisfied with the safety and security measures in place at my school.</i>		4.5371	.62451	Very Satisfactory
b. <i>I feel supported by the school administration in maintaining a positive and effective work environment</i>		4.5332	.60886	Very Satisfactory
c. <i>I am satisfied with the physical conditions of classroom. (e.g., lighting, ventilation, seating arrangement)</i>		4.5362	.61847	Very Satisfactory
d. <i>The school promotes a culture of respect and professionalism in the work environment.</i>		4.5312	.57932	Very Satisfactory
e. <i>The school values diversity and ensures an inclusive environment for both teachers and students.</i>		4.5410	.60516	Very Satisfactory

Legend: 5:00-4:21= Very High Satisfactory; 4:20-3:41= Satisfactory; 3:40-2:61=Neutral; 2:60-1:81=Fairly Satisfactory; 1:80-1:00=Not Satisfactory

Overall mean: 4.5359

Overall SD: .46896

Interpretation: Very Satisfactory

Table 19. Level of Individual and Office Performance Rating Form

Respondents (n=300)	Mean	SD	Level of Performance	Performance Rating	
				Minimum	Maximum
School head Teacher	4.2038	.4560	Very Satisfactory	1.80	5.00

Legend: 5:00-4:50= Outstanding; 4:49-3:50= Very Satisfactory; 3:49-2:50=Satisfactory; 2:49-1:50= Unsatisfactory; 1:49-1:00= Poor

Based on their IPCR and OPCR findings, school heads and teachers' performance level were shown in Table 19. The results presented in Table 19 suggest that the leadership and teaching efficiency of the school heads and teachers was "Very satisfactory".

distribution and features of Performance Ratings among teachers and school heads. Although the average rating points to a "Very Satisfactory" level of performance, more research may be required to determine what causes the variety in evaluations and to pinpoint areas that could use intervention or improvement.

Using the Performance Rating (PGA) of 300 school heads and instructors, descriptive statistics are shown in the table. There is a mean of 4.2038 and a standard deviation of 0.4560 for the Performance Rating, which spans from 1.80 to 5.00. The school heads and teachers' performance appeared at "Very Satisfactory" level, according to the defined criteria, as indicated by the mean Performance Rating of 4.2038. All things considered, the descriptive statistics shed light on the

Significant Effect of School heads Workplace Empowerment on the Teachers Job Satisfaction

To determine the significant effect of the level of School heads workplace empowerment on the teachers' job satisfaction, the data gathered by the researcher were treated statistically using linear regression analysis.



Table 20. Significant Effect of School heads Workplace Empowerment on the Teachers Job Satisfaction: Compensation Compensation

Workplace Empowerment	Teachers Job Satisfaction	Beta Coefficient	t-stat	p-value	Analysis
Psychological					
Constant			1.234	.218	Not significant
• Meaning	Compensation	.122	2.613	.009	Significant
• Competence		.070	1.566	.118	Not Significant
• Self-Determination		.106	2.160	.031	Significant
• Impact		-.083	-1.633	.103	Not significant
• Decision Making		.080	1.550	.122	Not significant
Structural					
• Opportunity	Compensation	.062	1.473	.141	Not Significant
• Resources		.292	5.842	.000	Significant
• Support		-.070	-1.320	.187	Not Significant
• Information		.039	.736	.462	Not Significant
• Policy Implementation		.029	.526	.599	Not Significant
R- 0.593; R-squared 0.351; Adjusted R-squared 0.337					
Regression: Sum of Squares=50.272; df=10;F= 24.411; Sig=000					

The Multiple Linear regression was utilized to examine whether workplace empowerment influences any discernible variations in teachers job satisfaction. Additionally, the ANOVA test was used to see if there were any notable variations in how workplace empowerment affected the teachers' job satisfaction. It showed that the influence of workplace empowerment have a significant effect on teachers' job satisfaction.

The regression model's statistical significance is demonstrated by an F-value of 24.411 and a p-value of less than .001, which suggests that the predictors in the model together have a substantial impact on the dependent variable, teachers job satisfaction. This suggests that the factors that are being examined—P1, I, S, R, O, DM, I, SD, C, and M, for example—all work together to explain why participants' compensation amounts vary from one another.

The percentage of the dependent variable's variance that can be accounted for by the predictor variables is shown by the coefficient of determination, or R Square. R Square =.351 in this model indicates that the predictor variables account for about 35.1% of the variance in the dependent variable. This indicates that approximately 35.1% of the changes seen in the dependent variable may be attributed to the variables P1, I, S,

R, O, DM, I, SD, C, and M taken together. Even though R Square offers insightful information on the explanatory power of the model, it's critical to recognize that the model may not account for all potential factors influencing the dependent variable.

The degree of workplace empowerment among teachers and their degree of job satisfaction revealed a substantial correlation. It was revealed that the more satisfied teachers with their jobs. It also showed that school heads' workplace empowerment relative to psychological and structural have a big impact on teachers' job satisfaction.

With a p-value of 0.000 and a t-statistic of 4.311, the beta coefficient is 0.215. This suggests that teachers' job satisfaction is positively impacted by self-determination in a statistically meaningful way. With a p-value of 0.012 and a t-statistic of 2.529, the beta coefficient is 0.122. This shows that teachers' job satisfaction is positively impacted by impact in a statistically meaningful way.

Teachers are more satisfied with their jobs when they believe that their efforts have a good effect on the school or the students.



Table 21. Significant Effect of School heads Workplace Empowerment on the Teachers Job Satisfaction: Recognition

Workplace Empowerment	Teachers Job Satisfaction	Beta Coefficient	t-stat	p-value	Analysis
Psychological					
Constant			-1.296	.196	Not significant
• Meaning	Recognition	.051	1.106	.269	Not Significant
• Competence		.001	.013	.989	Not Significant
• Self-Determination		.215	4.311	.000	Significant
• Impact		.122	2.529	.012	significant
• Decision Making		.039	.776	.438	Not significant
Structural					
• Opportunity	Recognition	.062	1.473	.141	Not Significant
• Resources		.292	5.842	.000	Significant
• Support		-.070	-1.320	.187	Not Significant
• Information		.039	.736	.462	Not Significant
• Policy Implementation		.029	.526	.599	Not Significant
R- .607; R-squared 0.368; Adjusted R-squared 0.354 Regression: Sum of Squares=63.700; df=10;F= 26.279; Sig=000					

Self-determination and effect are two of the workplace empowerment indicators that have a major impact on teachers' job satisfaction. Resources, a predictor of structural empowerment, also has a major impact on job satisfaction. However, this analysis shows that teachers' job satisfaction is not significantly impacted by meaning, compensation, competence, decision-making, opportunity, support,

information, or the implementation of policies.

The degree and direction of the linear relationship between the predictors and the dependent variable are shown by the correlation coefficient (R). R = 0.607 in this instance indicates a somewhat strong positive connection.

Table 22. Significant Effect of School heads Workplace Empowerment on the Teachers Job Satisfaction: Benefits and Incentives

Workplace Empowerment	Teachers Job Satisfaction	Beta Coefficient	t-stat	p-value	Analysis
Psychological					
Constant			-1.296	.196	Not significant
• Meaning	Benefits and Incentives	-.007	-.143	.887	Not Significant
• Competence		.107	2.135	.033	Not Significant
• Self-Determination		.101	2.477	.014	Significant
• Impact		.134	2.789	.005	significant
• Decision Making		.068	1.316	.189	Not significant
Structural					
• Opportunity	Recognition	.130	2.456	.014	Significant
• Resources		.055	1.276	.203	Not Significant



• Support	.237	4.640	.000	Significant
• Information	.015	.282	.778	Not Significant
• Policy Implementation	-.005	-.091	.927	Not Significant

R- .607; R-squared 0.321; Adjusted R-squared 0.306
 Regression: Sum of Squares=21.341 df=10;F= 26.279; Sig=000

The statistical significance of the regression model ($F = 21.341$, $p < 0.001$) suggests that the variables together account for a portion of the variance in employee benefits. The predictors may account for about 32.1% of the variance in benefits, according to the R-squared value of 0.321. The model's adjusted R-squared, which takes the number of predictors into consideration, is marginally less at 0.306.

Employee benefits are highly influenced by the following factors: compensation, self-determination, impact, opportunity, and support, all of which exhibit significant standardized

coefficients ($p < 0.05$). More specifically, benefits are linked to higher levels of compensation, self-determination, impact, opportunity, and support.

Significant Effect of School heads Workplace Empowerment on the Office Performance

To determine the significant effect of the level of School heads workplace empowerment on the office performance, the data gathered by the researcher were treated statistically using linear regression analysis.

Table 23. Significant Effect of School heads Workplace Empowerment on the Office Performance

Workplace Empowerment	Office Performance	Beta Coefficient	t-stat	p-value	Analysis
Workplace					
• Psychological Empowerment	OPCRF/		2.667	0.008	Significant
• Structural Empowerment	IPCRF				

R- .627; R-squared 0.393; Adjusted R-squared 0.379
 Regression: Sum of Squares=41.453 ; df=10;F= 29.134; Sig=000

Table 23 unfolds the significant effect of school heads workplace empowerment on the office performance. As unfolded by the table, psychological and structural empowerment, there is a 2.667-unit correlation between workplace empowerment and office performance, as indicated by the beta coefficient, which measures the strength of the association. Workplace empowerment has a considerable impact on office performance, as indicated by the low p-value (0.008), which implies statistical significance. The overall significance (F -value = 29.134, $p < 0.000$) of the regression model supports this conclusion. R-squared (0.393) shows that workplace empowerment characteristics account for about 39.3% of the variation in office performance. Ultimately, office performance is much improved by both structural and psychological empowerment, which emphasizes how crucial it is to provide school administrators with an empowered environment to maximize organizational results. As a result, we can declare with confidence that the regression model is statistically significant and that school heads' workplace empowerment characteristics significantly affect office performance.

It was discovered that there was a multiple regression between teachers' workplace empowerment levels and their teaching performance levels, either independently or in combination, when evaluating their levels of performance in terms of meaning, benefits, and professional progress. Furthermore, an

analysis of variance (ANOVA) demonstrated a noteworthy correlation between the independent variable, workplace empowerment, and the dependent variable, teachers' performance level. This implied that workplace empowerment and the independence variable affected teachers' success as educators. Additionally, the relationship between teaching performance and structural and psychological empowerment was found to be significant.

Notably the data reveals the correlation between the office performance and workplace empowerment levels of teachers revealed that the greater the office performance, the higher the workplace empowerment level of teachers. This suggested that improving a teacher's dedication and effectiveness is one of the main motivating factors associated with their empowerment.

Significant Effect of School heads Organizational Commitment on the Teachers Job Satisfaction

To determine the significant effect of the level of School heads organizational commitment on the teachers' job satisfaction, the data gathered by the researcher were treated statistically using linear regression analysis.

Table 24 unfolds the significant effect in the school heads organizational commitment on teachers' job satisfaction. As unfolded by the table, the link between several organizational commitment elements (represented by NC, CC, and AC) and



various dimensions of job satisfaction—such as pay, benefits, recognition, and work environment—is examined in these multiple linear regression studies.

With a p-value of 0.292, the correlation coefficient (r-value) between affective commitment and compensation is 0.003. The correlation for continuing commitment is 0.30, and the p-value

is 0.003. With a p-value of 0.003 and an r-value of 0.665, the association between compensation and normative commitment is statistically significant ($p < 0.05$). These findings imply that there is a considerable correlation between remuneration and normative commitment, meaning that among teachers, higher compensation levels are linked to stronger normative commitment and continuity.

Table 24. Significant Effect of School heads Organizational Commitment on the Teachers Job Satisfaction

Teachers Job Satisfaction	Organizational Commitment			R square-value	p-value	Analysis
	Affective	Continuance	Normative			
• Compensation	.003	.292	0.30	.665	0.003	Significant
• Recognition	.011	.641	.003	.602	000	Significant
• Benefits and Incentives	.134	.603	.026	.579	0.040	Significant
• Professional Growth	0.139	0.003	0.033	.582	0.066	Significant
• Work Environment	.869	.258	.814	.627	0.008	Significant

Affective commitment and recognition have a 0.011 correlation coefficient and a non-significant p-value of 0.641. The correlation for continuance commitment is 0.003, with a 1.000 non-significant p-value. Nevertheless, with an r-value of 0.602 and a p-value of 0.000, the association between recognition and normative commitment is significant ($p < 0.05$). These results suggest that although there is a large positive link between recognition and normative commitment, there is no significant relationship between recognition and affective or continuation commitment.

However, the significance of the model ($F = 29.134, p < 0.001$), the variables together account for part of the variance in the work environment. None of the individual predictors,

notwithstanding the model's importance, significantly affects the workplace. This shows that although the predictors' combined influence accounts for a sizable portion (roughly 37.9%) of the variability seen in the workplace do not substantially influence the workplace on their own.

Significant Effect of School heads Organizational Commitment on the Office Performance

To determine the significant effect of the level of School heads organizational commitment on the teachers' job satisfaction, the data gathered by the researcher were treated statistically using linear regression analysis

Table 25. Significant Effect of School heads Organizational Commitment on the Office Performance

Organizational Commitment	Dependent Variable	Beta Coefficient	t-stat	p-value	Analysis
Constant			1.470	.142	Not Significant
• Affective Commitment	Office Performance	0.070	1.566	.118	Not Significant
• Normative Commitment		0.001	0.013	.989	Not Significant
• Continuance Commitment		0.066	1.401	.162	Not Significant

R- .634; R-squared 0.402 ; Adjusted R-squared 0.389
 Regression: Sum of Squares=45.057 ; df=10;F= 30.311; Sig=000

Table 24 presents the significant effect of the school heads organizational commitment on the Office performance. The multiple linear regression study shows that the organizational commitment of school leaders has a considerable impact on

office performance, as shown in the table. Although there was a significant overall model ($F = 30.311, p < 0.001$), office performance was not significantly impacted by the three components of organizational commitment: affective,



normative, and continuity. The number of predictors in the model is accounted for by the Adjusted R-squared value of 0.389, while the R-squared value of 0.402 shows that the predictors account for approximately 40.2% of the variance in office performance. Office performance is not significantly impacted by affective, normative, or continuation commitment alone, according to the non-significant t-statistics and beta coefficients for these components.

4. CONCLUSION AND RECOMMENDATIONS

In relation with the above-mentioned findings, the following conclusions were drawn:

1. There is no a significant effect between the school heads' workplace empowerment and teachers' job satisfaction; thus, the null hypothesis was accepted. Since the null hypothesis was accepted, it may be concluded that there is no meaningful relationship between teachers' job happiness and school leaders' workplace empowerment. This suggests that work satisfaction among teachers is not directly impacted by the empowerment of school heads.
2. There is a significant effect between the School Heads' Workplace Empowerment and Office performance; therefore, the null hypothesis was rejected. The rejection of the null hypothesis suggests that there is a noteworthy correlation between the workplace empowerment of school leaders and their office performance.
3. There is a significant effect between the School Heads Organizational Commitment and Teachers Job satisfaction; thus, the null hypothesis was rejected. The fact that the null hypothesis was rejected suggests that there is a substantial relationship between teachers' work happiness and the organizational commitment of school heads was rejected.
4. There is no a significant effect between the School Heads Organizational Commitment and Office Performance; the null hypothesis was accepted. The acceptance of the null hypothesis means that there is no meaningful relationship between the organizational commitment of school heads and office performance. This suggests that organizational commitment on the part of school heads has no direct bearing on office performance.

The following were recommended based on the findings of the study:

1. The school head may continue to invest in targeted professional development programs that align with teachers' needs and interests. Offering opportunities for continuous learning can directly impact job satisfaction.
2. School leaders may carry on engaging in ongoing professional development to enhance leadership skills. Programs focused on effective communication, decision-making, and strategic planning can empower school heads.
3. DepEd officials and school heads may keep on with involving teachers in decision-making processes, especially on issues that directly affect their work and the school environment. This fosters a sense of belonging and investment in the school's success.