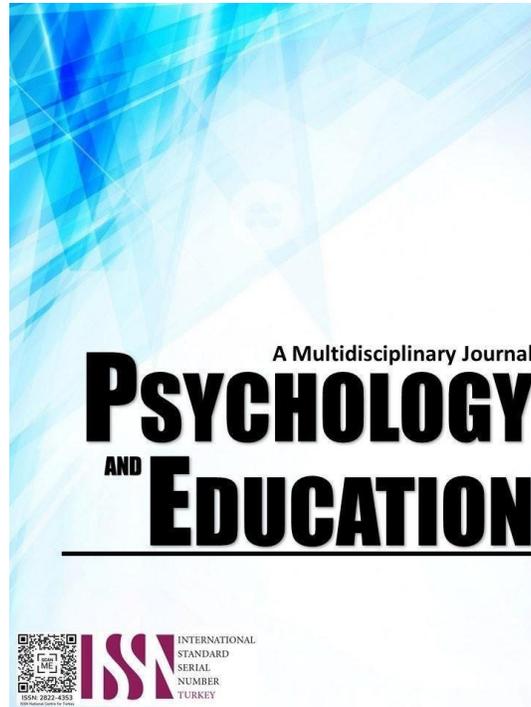


**EMPOWERMENT, ORGANIZATIONAL COMMITMENT, AND
MANAGEMENT PERFORMANCE OF SECONDARY
SCHOOL HEADS IN THE NEW NORMAL IN
THE DIVISION OF PALAWAN AND
PUERTO PRINCESA CITY**



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Empowerment, Organizational Commitment, and Management Performance of Secondary School Heads in the New Normal in the Division of Palawan and Puerto Princesa City

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Abstract

This study was conducted to determine the level of empowerment, organizational commitment, and leadership management performance of public secondary school heads in the New Normal in the Division of Palawan and Puerto Princesa City. Data were gathered using researcher-made survey instruments, and collected data were analyzed using the Microsoft Excel program and Statistical Package for Social Science, version 17. One Hundred Forty-three school heads and 572 stakeholders served as respondents in this study. Most school heads emerge as predominantly female, middle-aged, and newly appointed in their roles. The study showed that school heads, teachers, and stakeholders consistently had high levels of empowerment across domains such as Decision-Making, Professional Development, Status in the Organization, Self-Efficacy, Curriculum Content Enhancement, Instructional Management, and Community Linkages. Moreover, school heads exhibit a high level of organizational commitment in affective, continuance, and normative organizational commitment. In terms of Leadership management performance, both teachers and stakeholders attain high mean scores, indicating a high leadership management performance of secondary school heads. There is no significant relationship between respondents' profiles and organizational commitment; no significant relationship is found between empowerment levels and teachers' and stakeholders' perceived leadership performance. However, a positive correlation between the degree of organizational commitment and the level of empowerment among secondary school heads, emphasizing the interplay between these categories. With regards to the challenges, including insufficient participation in professional development initiatives and shortcomings in coaching and mentoring programs. These challenges are rated with varying degrees of seriousness, demanding attention and improvement to bolster empowerment and organizational commitment. Therefore, the study contributes to understanding empowerment and organizational commitment in secondary schools and proposes actionable interventions for improvement and growth.

Keywords: *empowerment, organizational commitment, new normal*

Introduction

In an era characterized by the dissolution of national boundaries and the advent of advanced information and technology, the world has transformed into a borderless society, necessitating a globally competitive workforce. The demand for such proficiency places education at the forefront of national development, acting as the principal institutional mechanism to equip individuals with the requisite skills and knowledge. Educational institutions strive to enhance teaching-learning, ensure quality education, and foster lifelong learning. Within this framework, effective leadership becomes crucial in managing the dynamic challenges and changes in the educational landscape.

The central theme of this research revolves around the empowerment of school heads, recognizing it as a strategic imperative for creating adaptable and competitive educational organizations.

Empowerment is a process through which school participants, particularly school heads, cultivate the competence needed to address challenges and stimulate growth. From corporate and educational perspectives, school head empowerment is defined by improved status, increased knowledge, and access to decision-making. It is perceived as a leadership and reform approach predicated on the belief that a school's effectiveness is elevated through participative decision-making by empowered school heads.

Globally, there is a growing acknowledgment, particularly in the United States, that empowering school principals is integral to overcoming administrative hurdles and gaining increased control within the profession. However, despite educators recognizing the pivotal role of school head empowerment in the Philippines, a notable research gap exists. This is evident in the lack of explicit mentions of school head empowerment in key education laws.

This study also underscores the intricate relationship between school heads' organizational commitment and the overall success of education. Committed and empowered school heads are portrayed as essential contributors to teaching innovation and organizational efficiency. The Philippines, where school heads are expected to fulfill dual roles as instructional leaders and administrative managers, becomes a focal point.

The study aims to explore the levels of empowerment, organizational commitment, and their correlation with leadership management performance among public secondary school heads in specific Philippine divisions, namely Palawan and Puerto Princesa City. In doing so, it seeks to shed light on the severity of challenges encountered by secondary school heads in terms of empowerment and

organizational commitment, offering valuable insights for educational school heads' development and enhancement programs in the contemporary global landscape. Specifically, it sought to:

1. Determine the level of empowerment among the public secondary school heads in the following dimensions:
 - 1.1. decision making;
 - 1.2. professional development;
 - 1.3. status in the organization;
 - 1.4. self-efficacy;
 - 1.5. curriculum content enhancement;
 - 1.6. instructional management; and
 - 1.7. community linkages.
2. Determine the degree of organizational commitment among public secondary school heads in terms of:
 - 2.1 affective commitment;
 - 2.2 continuance commitment; and
 - 2.3. normative commitment:
3. Determine the significant relationship between the profile and the organizational commitment of the secondary school heads based on their level of empowerment.
4. Determine the degree of seriousness of the problems encountered by the secondary school heads to their empowerment and organizational commitment.
5. Determine the school head development and enhancement program drawn by the researcher for the school heads in the Division of Puerto Princesa City and Palawan.

Literature

Burkhauser (2017) stated that they should be permitted to work together and partake in professional learning with different leadership methods.

Izadinia (2016) said that headmasters and policymakers should recognize school heads and teachers involved in job-related improvement. Other studies have recognized school heads professional growth as a requirement for school leadership and teacher education.

Short and Rinehart (1992) showed that white female teachers considered participatory decision-making and professional development, control over their daily activities, teaching skills, and opportunities for growth to be empowering aspects of their everyday work lives.

Berry et al. (2010), individual and collective leadership self-efficacy have been linked with successful school improvement and reform efforts, creating a critical mass of empowered experts within the building. Encouraging self-efficacy is important to creating empowered experts, which they indicated as a key factor in improving student achievement.

Enderline-Lampe (2002) agreed that school heads must also recognize and believe that they can cause a change in school programs and student learning.

Wiles (2009) claimed that school curriculum leadership is shared among principals, assistant principals for curriculum, team leaders, department heads, and lead teachers.

Wallace Foundation (2013) further developed the five key responsibilities of a school principal in playing their curriculum leadership role: shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instructions; and managing people, data, and processes.

Short and Johnson (1998) stated that when school heads indicate that their peers recognize and support their skills, input, and expertise, they are more willing to contribute and collaborate on program details.

Perlito D. Jomoad (2020) emphasized that the involvement of school heads in the use of the community as a laboratory for teaching and learning is found to be at the average level. The strong spirit of cooperation between the school and community may be exhibited as the sharing of expertise and resources while promoting the socio-cultural context of our educational system.

Wasti (2008) reveals that affective organizational commitment is important because it is one of the strongest predictors of employee turnover and job performance. Many theorists have identified leadership as one of the key contributing antecedents influencing employees' attachment to the organization; this study aims to determine how leaders can manage employees across countries more effectively by increasing affective organizational commitment.

Meyer and Allen (2006) theorized affective commitment as the “desire” component of organizational commitment. Affection for teaching occurs when teachers feel a strong emotional attachment to their school and work. They are happy to work in their schools until retirement, have a strong sense of belonging to their schools, and are willing to render extra services even without remuneration.

Nicholson (2008), the critical contribution of a leader can be defined as three main elements. They were the first to accept the leadership role. A leader can help create a powerful commitment to ensure quality and service delivery by taking the role. The second is values. A leader infiltrates integrity, responsiveness, and standards into leadership. Third, determine the leadership model. The leadership model depends on what is best suited for the organization and a person who has the skills of communicating, team building, giving feedback, delegating, coaching, and influencing. These elements can be implemented in private and public organizations.

Higgs and Rowland (2002) think that empowerment for management teams can only succeed in an environment where the desire for empowerment is greater than the desire for power. The enabling conditions cast the person in the role of an agent. Empowerment can only have a lasting effect if transacted, not as a conflict of control and demand but as a sharing of tools between trustworthy and responsible stakeholders.

Hennink et al. (2012) reveal that in empowering the school management team, the principal is therefore bestowing power on the SMT, making them agents who can act independently and make their own free choices. This means that power shared is power gained. In a school, the school management team gains control and power but does not diminish the power of the principal.

Boothroyd et al. (2003), to build stakeholder participation from the beginning. One of the best ways to choose the proper direction for your work is to involve stakeholders in identifying real community needs and how a project will have the most significant impact.

Cranston (2001) stressed that schools should always be ready to link with the community stakeholders to facilitate deficiencies in schools’ plant facilities and resources. It is accepted by the majority that schools cannot exist alone in the community, and for schools to be progressive, their goals should be realized, and community linkages should be strengthened.

Riisgaard et al. (2016) explained that effective delegation provides several benefits to the educational setting. Managers can mobilize resources, share responsibilities, and focus on doing a few tasks well rather than many things less effectively, resulting in increased management and leadership potential. The delegation can potentially increase the level of productivity of heads and management of educational institutions. Given this, heads of institutions can dedicate more time and resources to daunting and challenging tasks that require more attention.

Methodology

The study was conducted in Puerto Princesa City and the Province of Palawan, an archipelagic province in the Philippines situated in the MIMAROPA region. Palawan, known as the "Last Frontier" and "Best Island" in the Philippines, spans between Mindoro Island and Borneo. It consists of 433 barangays in 23 municipalities, and the capital city, Puerto Princesa, has a unique climate division.

This study employed the descriptive correlation research method, utilizing a survey questionnaire as the primary data-gathering instrument. The research design aimed to explore the relationships between variables such as empowerment, organizational commitment, and leadership management performance of public secondary school heads.

The respondents included 143 secondary school heads and 572 stakeholders (teachers, parents, and Local Government Unit representatives) from the Palawan and Puerto Princesa City divisions. The study applied stratified random sampling, ensuring representation across different strata, to select participants.

Stratified random sampling was used for the selection of respondents. The study involved 116 public secondary schools in the 1st District, 60 in the 2nd District, and 10 in the 3rd District of Palawan. The total population of secondary school heads and stakeholders was determined using Slovin's formula with a 5% margin of error.

The main data-gathering instrument was a comprehensive questionnaire. Divided into five parts, it covered the profiles of respondents, empowerment levels, organizational commitment, leadership management performance, and challenges faced by secondary school heads

The study obtained necessary permissions from the Department of Education and school divisions. Questionnaires were distributed to identified respondents, emphasizing direct responses to ensure confidentiality and accuracy. Principals facilitated the administration of

questionnaires.

Data analysis involved descriptive statistics, including frequency counts and percentages for profile descriptions. The weighted mean was employed to assess empowerment, organizational commitment, leadership management performance, and the seriousness of encountered problems. The Spearman Rank Correlation was used to determine relationships, while the Kruskal-Wallis test assessed significant differences.

Results and Discussion

Level of empowerment among the public secondary school heads in decision-making

Table 1 shows the level of empowerment among public secondary heads. For Decision-Making, the majority of the respondents answered the statement “sharing responsibility for decisions made” with 4.52, described as strongly agree, followed by “making decisions that are taught” with 4.35, described as agree, and the statement “allowing making short decisions as a result of understanding and agreement.” ranked third with the mean 4.28 described as agree. The weighted mean is 4.26, which is described as highly empowered.

The result reveals that the public secondary school heads are highly empowered in decision-making. The school heads actively participate in all decision-making processes, as indicated by the weighted mean.

This implies that their input is valued, and they have a significant role in shaping school decisions and policies. Public secondary school principals have a high level of decision-making authority. They play a crucial role in shaping policies and decisions within their schools, actively participate in the decision-making process, and are entrusted with significant responsibility for the outcomes of these decisions. This high level of empowerment in decision-making is a positive indicator of their leadership and influence within their institutions.

As to Professional Development, the statement “attending courses/workshops on subject matter or methods and other educational-related topics” is described as agree, with a mean score of 4.38, followed by “Participating in teacher networks for professional development” as agreed, with a mean score of 4.19 and the statement “attending educational conferences and seminars where heads and researchers present their research results and discuss education problems” described as agree, with a mean score of 3.94. The weighted mean is 3.89, which is described as highly empowered.

This implies that they have ample opportunities to enhance their skills and knowledge in decision-making, which is crucial for effective leadership. The data means that a multifaceted approach to professional development, including a mix of workshops, school head networks, and conferences, is perceived as highly empowered by educators. Institutions and policymakers may consider these findings when designing and promoting professional development opportunities for school heads to enhance their skills, knowledge, and overall effectiveness in the educational field.

For Status in the Organization, the statement “having the autonomy to exercise my professional judgment in the best interest of the students” has the highest mean of 4.25, described as agree. “trusting the wider community to perform a service for them” is the second to the highest statement with a mean score of 4.20 described as agree. The statement “enjoying high-quality working conditions” is the lowest, with a mean of 4.08, which is agreed. The weighted mean of 4.13 is described as highly empowered.

This implies that public secondary school heads are highly empowered in the "Status in the Organization" dimension. They enjoy strong support from a professional body, are recognized as authorities in their areas of expertise, work in high-quality conditions, trust the wider community, and have the autonomy to make decisions that prioritize the students' well-being.

This high level of empowerment in their status within the organization is a positive indicator of their influence and effectiveness as leaders within the school community.

In terms of the Self-Efficacy of school heads; the statement “increasing confidence as a professional role model” got the highest mean of 4.31, described as highly empowered, followed by “recognizing the need to improve my skills in working with teachers,” with the mean of 4.27 described as agree. The statements that got the third mean were “having sensitivity to the problems and stress experienced by teachers and “recognizing the need to improve my skills in working with the teachers,” with a mean of 4.26 described as agree. The weighted mean is 4.24, which is described as highly empowered.

The findings imply that in the dimension of "Self-efficacy," public secondary school heads are highly empowered. This high level of self-efficacy indicates that school heads are well-prepared and confident in their leadership roles, which can positively impact the overall educational environment.

As to Curriculum Content Enhancement, the statement “having direct involvement in planning for the enrichment of the curriculum” got the highest mean score of 4.12, described as agree, followed by the statement, “involving community stakeholders in curriculum content enhancement” with a mean of 4.10, described as agree, and the statement “updating information on curriculum content enhancement got the third-ranked with the mean of 3.92 described as agree. The weighted mean is 3.85, which is described as highly empowered.

This implies that in the "Curriculum Content Enhancement" dimension, public secondary school heads are generally highly empowered in directly planning curriculum enrichment and involving community stakeholders in the process. The curriculum should also be flexible enough to enable and allow schools to contextualize and improve the same based on the respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged.

With regards to Instructional Management, the statement "monitoring of students' academic progress" got the highest rank with a mean of 4.61, described as agree, followed by the statement "provision feedback to teachers after class observation" with a mean of 4.43, described as agree. The statement "training programs and In-sets to enhance quality teaching and learning process and therefore better learner's academic achievements" ranked third with a mean of 4.40, described as agree. The weighted mean is 4.28, which is described as highly empowered.

This implies that in the "Instructional Management" dimension, public secondary school heads are highly empowered in important aspects such as organizing training programs, monitoring students' academic progress, and providing teachers' feedback; there is room for improvement in areas like developing more effective classroom observation techniques and using monitoring processes to ensure timely syllabus coverage. Overall, their level of empowerment in instructional management is strong, and they play a vital role in enhancing their schools' teaching and learning processes..

In terms of Community Linkages, the statement "two-way communication that results in mutual respect and effective problem-solving" got the highest mean of 4.50, described as agree, followed by the statement "developing relationship that results in a shared sense of responsibility for student achievement among teachers, students" with a mean of 4.48 described as agree. The statement "fostering cooperation and support for a project such as funding, income generating, and training" is the third rank with a mean of 4.40, described as agree. The weighted mean is 4.39, which is described as highly empowered.

This implies that public secondary school heads are highly empowered in the "Community Linkages" dimension. Their level of empowerment in community linkages indicates their strong ability to engage with the community and build productive relationships that benefit the school and its stakeholders.

Table 1. *Level of empowerment among the public secondary school heads in the following dimensions:*

Category	Indicator	Mean	Descriptive Rating
Decision-Making			
	direct participation in all decision-making processes.	4.15	Agree
	suggesting an issue that requires a decision.	3.97	Agree
	allowing making short decisions as a result of understanding and agreement.	4.28	Agree
	sharing responsibility for decisions made.	4.52	Strongly Agree
	making decisions that are taught.	4.35	Agree
Professional Development			
	attending courses/workshops on subject matter or methods and other education-related topics.	4.38	Agree
	attending educational conferences or seminars where teachers and researchers present their research results and discuss education problems.	3.94	Agree
	participating in a network of teachers formed specifically for the professional development of teachers.	4.19	Agree
	conducting collaborative research on a topic of professional interest and mentoring or peer observation and coaching.	3.73	Agree
	subscribing to reading professional literature (e.g., journals, evidence-based papers, thesis papers).	3.20	Agree
Status in the Organization			
	having a powerful and independent professional body.	4.03	Agree
	recognizing authority in an area of expertise.	4.06	Agree
	enjoying high-quality working conditions.	4.08	Agree
	trusting the wider community to perform a service for them.	4.20	Agree
	having the autonomy to exercise my professional judgment in the best interest of the students.	4.25	Agree
Self-Efficacy			
	coaching others in skills development.	4.26	Agree
	having sensitive to the problems and stress experienced by teachers.	4.26	Agree
	recognizing the need to improve my skills in working with teachers.	4.27	Agree
	having more confidence in my ability to supervise and evaluate students.	4.12	Agree
	increasing confidence as a professional role model.	4.31	Agree
Curriculum Content Enhancement			
	having direct involvement in planning for the enrichment of the curriculum.	4.12	Agree
	involving community stakeholders in curriculum content enhancement.	4.10	Agree
	producing instructional materials such as workbooks, manuals, etc.	3.54	Agree
	researching curriculum improvement.	3.59	Agree
	Updating information on curriculum content enhancement.	3.92	Agree
Instructional Management			

devising more ways of classroom observation techniques that aimed at improving the general academic standards of the school.	3.97	Agree
training programs and insets to enhance quality teaching and learning process and therefore better learner's academic achievements.	4.40	Agree
using the monitoring process as a means of achieving syllabus coverage on time.	3.99	Agree
monitoring of students' academic progress.	4.61	Agree
provisioning feedback to teachers after class observation.	4.43	Agree
Community Linkages		
using effective and appropriate digital and traditional communication tools with the school and stakeholders.	4.37	Agree
fostering cooperation and support for a project such as funding, income generating, and training.	4.22	Agree
developing relationship that results in a shared sense of responsibility for student achievement among teachers, parents, and students.	4.40	Agree
two-way communication that results in mutual respect and effective problem-solving.	4.48	Agree
serving as a facilitator in assisting school administrators in building and sustaining an effective model of shared leadership that actively involves all stakeholders.	4.50	Agree
	4.38	Agree

Summary of the level of empowerment of school heads

Table 2 summarizes the level of empowerment of school heads. Among the seven dimensions, community linkages ranked first with a mean of 4.39, described as highly empowered, followed by instructional management with a mean of 4.28, described as highly empowered. The dimension that got the least mean was curriculum content enhancement, with a mean of 3.85, described as highly empowered. The grand mean of 4.15, described as highly empowered, indicates a consistently high level of empowerment across all measured aspects. This data reveals that the school heads demonstrate strong leadership in decision-making, instructional management, and community engagement, contributing to their comprehensive and highly empowered profile in the secondary school setting.

This implies a strong and well-rounded empowerment profile for secondary school heads, indicative of their effectiveness in leadership and management roles. The school heads in the secondary school exhibit a consistently high level of empowerment across various categories, with decision-making, instructional management, and community linkages being particularly notable strengths.

Table 2. *Summary of level of empowerment of school heads in the secondary school*

Category	Weighted Mean	Descriptive Rating
Decision-Making	4.26	Highly empowered
Professional Development	3.89	Highly empowered
Status in the Organization	4.13	Highly empowered
Self-Efficacy	4.24	Highly empowered
Curriculum Content Enhancement	3.85	Highly empowered
Instructional Management	4.28	Highly empowered
Community Linkages	4.39	Highly empowered
Grand Mean	4.15	Highly empowered

Legend: 4.51-5.00 – Strongly Agree/ Highly empowered 3.51-4.50 – Agree/ Empowered 2.51-3.50 – Neutral/ Moderately empowered 1.51-2.50 – Disagree/ Slightly empowered 1.01-1.50 – Strongly Disagree/ Not empowered

The degree of organizational commitment among public secondary school heads in terms of Affective Commitment, Continuance Commitment, and Normative Commitment

Table 3 presents the degree of organizational commitment of public secondary school heads in terms of affective, continuous, and normative. When it comes to Affective Commitment, the school heads gave the highest rating to the statement “I am proud to tell others that I work in this organization,” with a mean of 4.50, described as Agree. On the other hand, the statement “I have significant autonomy in determining how I do my job” and “I can decide on my own how to go about doing my work” got the lowest rating with a mean of 3.97, described as Agree. The weighted mean is 4.29, which is described as highly committed.

The result shows that based on these indicators, school heads in public secondary schools demonstrate a high degree of Affective Commitment. They exhibit strong emotional attachment, a sense of belonging, and pride in their organization. This level of commitment is often associated with a deep emotional investment in the organization's well-being and a willingness to stay and contribute to its success over the long term.

In terms of Continuance Commitment, the school heads gave the highest rating to the statement, “It would be very hard for me to leave my organization right now, even If I want to” with a mean of 4.19, described as Agree. The statements “One of the few negative consequences of leaving this organization would be the scarcity of available alternatives” and “It would be too costly for me to leave my organization now” got the lowest rating with a mean rating of 3.78, described as Agree. The weighted mean is 3.96, which is described as highly committed.

The result shows that the Continuance Commitment of public secondary school heads is highly committed. They feel a sense of

necessity to stay, acknowledge the personal sacrifices leaving would entail, and believe that alternatives are limited. While not as strong as Affective Commitment, Continuance Commitment still plays a significant role in their commitment to the organization, suggesting a reasonable degree of attachment based on pragmatic considerations.

In terms of Normative Commitment, the school heads gave the highest rating to the statement, “I would not leave my organization right now because I have a sense of obligation to the people in it,” with a mean of 4.31, described as Agree. On the other hand, they gave the lowest mean of 3.55 to the statement “I do not feel any obligation to remain with my current employee” which is described as Agree. The weighted mean is 3.98, which is described as highly committed.

The result indicates that the Normative Commitment of public secondary school heads is highly committed. This level of commitment reflects a strong sense of responsibility and moral obligation to remain with the organization, making Normative Commitment a significant factor in their overall commitment.

Table 3. Degree of organizational commitment among public secondary school head

Category	Indicator	Mean	Descriptive Rating
A. Affective Commitment			
	They would happily spend the rest of their career with this organization.	4.31	Agree
	They feel as if this organization’s problems are their own.	4.23	Agree
	They feel a strong sense of “belonging” to their organization.	4.21	Agree
	They feel like a “part of the family” at their organization.	4.41	Agree
	This organization has a great deal of personal meaning for them.	4.33	Agree
	They have significant autonomy in determining how they do their job.	3.97	Agree
	They enjoy discussing their organization with people outside it.	4.35	Agree
	They can decide on their own how to go about doing their work.	3.97	Agree
	They are proud to tell others that they work in this organization.	4.50	Agree
	They impact on what happens in their organization is large.	4.38	Agree
	They feel confident about their ability to do their job.	4.38	Agree
	They have mastered the skills necessary for their job.	4.29	Agree
	They are self-assured about my capability to perform their job.	4.43	Agree
B. Continuance Commitment			
	Right now, staying with their organization is a matter of necessity as much as desired.	4.11	Agree
	It would be very hard for them to leave their organization right now, even If they want to.	4.19	Agree
	Too much of their life would be disrupted if they decided they wanted to leave their organization now.	4.07	Agree
	They feel that they have too few options to consider leaving this organization.	3.92	Agree
	If they had not already put so much of themselves into this organization, they might consider working elsewhere.	3.95	Agree
	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	3.78	Agree
	It would be too costly for them to leave their organization now.	3.78	Agree
	One of the primary reasons they continue to work for this organization is that leaving would require considerable personal sacrifice- another organization may not match the overall benefits they have here.	3.81	Agree
		4.03	Agree
C. Normative Commitment			
	They do not feel any obligation to remain with their current employee	3.55	Agree
	Even if it were to their advantage, they do not feel it would be right to leave my organization now	3.88	Agree
	They would feel guilty if they left their organization now.	3.85	Agree
	This organization deserves their loyalty because of its treatment of them.	4.09	Agree
	They would not leave their organization right now because they have a sense of obligation to the people in it.	4.31	Agree
	They owe a great deal to their organization.	4.22	Agree

Table 4 presents the summary of the organizational commitment of the school heads. Among the three variables, affective commitment ranked first, with a mean of 4.29, described as highly committed, followed by normative commitment, with a mean of 3.98, described as highly committed. The least is the continuance commitment, with a mean of 3.96, described as highly committed. The grand mean is 4.08, which is described as highly committed.

These results imply that the individuals or school heads assessed in the study are emotionally, practically, and ethically committed to the organization, leading to a strong overall commitment.

The result implies that individuals in the study exhibit a robust and comprehensive commitment to the organization. Their commitment is not limited to just emotional attachment (affective commitment) but also extends to factors like perceived costs and sacrifices

(continuance commitment) and a sense of moral or ethical obligation (normative commitment). The high scores in each category and the elevated grand mean collectively indicate a strong overall commitment that encompasses emotional, practical, and ethical dimensions.

This implies a positive organizational environment where individuals are emotionally connected, feel a sense of duty, and recognize the costs associated with leaving. The data means the study participants' high dedication and loyalty towards the organization.

The Grand Mean of 4.08 and the descriptive rating of highly committed indicate a high overall commitment level across all categories. This implies that individuals in the study exhibit a robust commitment to the organization when considering emotional attachment, perceived costs, and a sense of obligation.

Table 4. *Summary of Organizational Commitment*

Category	Weighted Mean	Descriptive Rating
Affective Commitment	4.29	Highly committed
Continuance Commitment	3.96	Highly committed
Normative Commitment	3.98	Highly committed
Grand Mean	4.08	Highly committed

Legend: 4.51-5.00 – Very Highly Committed 3.51-4.50 – Highly Committed 2.51-3.50 – Moderately Committed 1.51-2.50 – Fairly Committed 1.01-1.50 – Not Committed

Table 5 presents the level of leadership performance of secondary school heads as perceived by the teachers and stakeholder respondents. It can be seen from the table when it comes to leadership and governance, the teachers gave the highest rating to the statement, “Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular reviews and updating community initiatives” with the mean of 4.28 described as agree; followed by the statement “Decisions are consistently based on valued and respected information sources and processes that adhere to the vision, direction, and aspirations of the community” with the mean of 4.27 described as agree. On the other hand, the statement “There is in place a mechanism that allows for the development of a shared vision, mission, and goals (VMG) that reflects the aspirations and thrusts of the community” got the third rank with a mean of 4.18 described as agree. The weighted mean is 4.18, which is described as highly performed.

Similarly, the stakeholders gave the highest rating to the statement, “Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular reviews and updating community initiatives” and “Decisions are consistently based on valued and respected information sources and processes that adhere to the vision, direction, and aspirations of the community” with a mean of 4.22, described as agree followed by the statement “Stakeholders demonstrate initiative, and openness, and build effective relationships to contribute to the attainment of the organization’s vision, mission, and goals” with the mean of 4.17 described as agree.

The statement “There is in place a mechanism that allows for the development of a shared vision, mission, and goals (VMG) that reflects the aspirations and thrusts of the community” got the third rank with a mean of 4.18, described as agree. The weighted mean is 4.13, which is described as highly performed.

The results show a generally high level of performance in various aspects of education governance, stakeholder participation, and leadership competency development, with slightly lower scores in community involvement in education planning.

This implies that teachers and stakeholders perceive school heads performing at a "Highly Performed" level in various aspects of leadership and governance, including developing a shared vision, stakeholder participation, governance practices, and decision-making processes. This indicates strong leadership and governance practices within the school, reflecting a shared vision and active stakeholder engagement, which is essential for the effective management of a school.

In terms of curriculum and instruction, the teachers gave the highest rating to the statement “Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent with the organization’s vision, mission, and goals” with a mean of 4.39 described as agree; followed by the statement “Methods and resources are learners and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners” with the mean of 4.27 described as agree. The statement “The learning environment, methods, and resources are accessible and promote effective learning, and are appropriate to the learners’ ecology, history, community worldview, values, and spirituality” got the third rating with a mean of 4.22, described as agree. The weighted mean is 4.16, which is described as highly performed.

Similarly, the stakeholders gave the highest rating to the statement “Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent with the organization’s vision, mission, and goals” with a mean of 4.36 described as agree; followed by the statement “Methods and resources are learners and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners” with the mean of 4.18 described as agree. The statement “The learning environment, methods, and resources are accessible and promote effective learning, and are appropriate to the learners’ ecology, history, community worldview, values, and

spirituality” and “Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills” got the third rating with a mean of 4.15, described as agree. The weighted mean is 4.11, which is described as highly performed.

The result shows that the school heads' leadership management performance in curriculum and instruction, as perceived by teachers and stakeholders, is generally positive and highly performed, as indicated by the mean scores for the specific indicators within this category.

This implies that the perceptions of both teachers and stakeholders indicate that the school heads are performing well in various aspects of curriculum and instruction.

They provide an inclusive, culturally sensitive, and engaging curriculum, involving the community, continuously improving assessment tools, and emphasizing character education and the development of self-directed learners. These positive perceptions reflect effective leadership in the realm of curriculum and instruction, which is essential for the overall success of an educational institution. School curriculum leadership is shared among principals, assistant principals for curriculum, team leaders, department heads, and teachers.

In terms of accountability and continuous improvement, as perceived by the teachers, the statement “Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders” got the highest mean of 4.10 described as agree; followed by the statements “Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action” and “Participatory assessment of performance is done regularly with the community.

Assessment results and lessons learned serve as the basis for feedback, technical assistance, recognition, and plan adjustment,” with a mean of 4.07 described as agree. On the other hand, the statement “Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon” got the third rank with a mean of 4.04, described as agree. The weighted mean id 4.06 is described as highly performed.

For the stakeholders, the highest mean of 4.08 was stated in the statement, “Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action,” which is described as agree, followed by the statements “Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon” and “Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as the basis for feedback, technical assistance, recognition, and plan adjustment,” with a mean of 4.06, described as agree. The third rank is “Roles and responsibilities of accountable person/s, and collective body/ies are clearly defined and agreed upon by community stakeholders,” with the mean of 4.04 described as agree. The weighted mean is 4.05 and is described as highly performed.

The result signifies that the perceptions of both teachers and stakeholders indicate that the school heads are performing well in terms of Accountability and Continuous Improvement. They have established clear roles and responsibilities, recognized achievements, addressed gaps, and continuously enhanced the accountability system.

Moreover, the school heads involve the community in the assessment process, indicating a commitment to transparency and improvement. These positive perceptions reflect effective leadership in fostering accountability and a culture of continuous improvement within the school.

In terms of the Management of Resources, the teachers gave the highest mean of 4.29 to the statement “Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders,” which is described as agree. The statement “There is a regular dialogue for planning and resource programming, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans,” with a mean of 4.24, described as agree. The statement, “There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management,” with a mean of 4.20, is described as agree. The weighted mean is 4.15, which is described as highly performed.

Similarly, for the stakeholders, the statement “Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders” got the highest mean of 4.28, described as agree; followed by the statement “There is a regular dialogue for planning and resource programming, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans,” with a mean of 4.21 described as agree and the statement “Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization” got the third rank with the mean of 4.14 described as agree. The weighted mean is 4.17, which is described as highly performed.

The grand mean is 4.13, described as highly performed, revealing that the overall assessment of the school heads' leadership management performance, as perceived by teachers and stakeholders, is highly positive. This indicates that they effectively manage various aspects of the school, including governance, curriculum, accountability, and resource management.

This implies that the perceptions of both teachers and stakeholders indicate that the school heads are performing well in terms of the Management of Resources. They effectively manage resources through collaborative processes, community involvement, and the development of resource management systems. Additionally, they actively monitor, evaluate, and build partnerships to ensure adequate resource utilization. These positive perceptions reflect effective leadership in resource management, which is crucial for the overall success of an educational institution.

Further, the results disclose that the school heads, teachers, and other stakeholders collaborate to conduct a resource inventory that will serve as the foundation for resource mobilization and allocation.

Regular resource inventory is also crucial in identifying available resources, assessing their adequacy, and making informed decisions regarding resource allocation and mobilization. By undertaking regular resource inventory, learning managers, facilitators, and community stakeholders can comprehensively understand the resources at their disposal, enabling them to allocate resources efficiently and effectively on identified needs and priorities.

Table 5. *Level of leadership management performance of the school heads in terms of Leadership and governance, Curriculum and instruction, Accountability and continuous improvement, and Management of resources.*

Category	Indicator	Mean		Descriptive Interpretation
		Teacher	Stakeholder	
I. Leadership and Governance				
	There is a mechanism that allows for the development of a shared vision, mission, and goals (VMG) that reflects the aspirations and thrusts of the community.	4.18	4.13	Agree
	The learning managers, learning facilitators, and community stakeholders periodically revisit the organization's vision, direction, and aspirations to respond to the community's conditions and emerging needs.	4.16	4.10	Agree
	The organizational structure for education governance promotes ownership of goals, and members assume particular roles and responsibilities to carry out initiatives.	4.16	4.11	Agree
	The community facilitates the development of an education plan based on its vision, direction, and aspirations.	4.09	4.04	Agree
	The governance practices facilitate regular information and feedback sharing on the progress of the education development program.	4.16	4.12	Agree
	Decisions are consistently based on valued and respected information sources and processes that adhere to the community's vision, direction, and aspirations.	4.27	4.22	Agree
	Stakeholders demonstrate initiative and openness and build effective relationships to attain the organization's vision, mission, and goals.	4.17	4.17	Agree
	There is in place a development program to enhance the leadership competencies of stakeholders to face emerging opportunities and challenges.	4.15	4.06	Agree
II. Curriculum and Instruction				
	The implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent with the vision, mission, and goals, and oriented towards individual and community well-being.	4.12	4.13	Agree
	The community regularly and collaboratively monitors the learning systems using appropriate tools to ensure the holistic growth and development of the learners and the community skills.	4.05	3.92	Agree
	The community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies	4.02	3.96	Agree
	Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	4.27	4.18	Agree
	The learning environment, methods, and resources are accessible, promote effective learning, and are appropriate to the learners' ecology, history, community worldview, values, and spirituality.	4.22	4.15	Agree
	Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent with the organization's vision, mission, and goals.	4.39	4.36	Agree
	Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their learning	4.09	4.06	Agree
III. Accountability and Continuous Improvement				
	Roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by community stakeholders.	4.10	4.04	Agree



Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action	4.07	4.08	Agree
The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	4.03	4.01	Agree
Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	4.04	4.06	Agree
Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as the basis for feedback, technical assistance, recognition, and plan adjustment.	4.07	4.06	Agree
IV. Management of Resources			
Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization.	4.12	4.14	Agree
There is a regular dialogue for planning and resource programming, that is accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans.	4.24	4.21	Agree
There is in place a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources	4.15	4.14	Agree
Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders.	4.29	4.28	Agree
There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.	4.20	4.08	Agree

Summary of leadership management performance of school heads

Table 6 summarizes the leadership management performance of the secondary school heads as perceived by the stakeholder respondents.

Among the four categories, management of resources ranked first as perceived by both teachers and stakeholders, with a mean of 4.20 and 4.17, described as highly performed leadership management performance, followed by leadership and governance with a mean of 4.18 and 4.13 as highly performed. The category with the least mean was accountability and continuous improvement, with the mean of 4.06 and 4.05 described as highly performed. The weighted mean is 4.15 for teacher respondents and 4.12 for stakeholder respondents, while the grand mean is 4.13, which is described as highly performed.

The results imply that the educational institution is performing exceptionally well in multiple key areas. The high mean scores across leadership, curriculum, accountability, continuous improvement, and resource management categories suggest a strong overall institutional performance. The consistent affirmation from teachers, as reflected in their stakeholder ratings, further supports the notion that the institution is highly effective and meets or exceeds expectations in various aspects of its operations and management. Overall, the data implies a positive and successful performance across different dimensions within the educational institution.

Table 6. Summary of Leadership Management Performance

Category	Mean		Described Interpretation
	Teacher	Stakeholder	
I. Leadership and Governance	4.18	4.13	Highly Performed
II. Curriculum and Instruction	4.16	4.11	Highly Performed
III. Accountability and Continuous Improvement	4.06	4.05	Highly Performed
IV. Management of Resources	4.20	4.17	Highly Performed
Weighted Mean	4.15	4.12	Highly Performed
Grand Mean	4.13		Highly Performed

Legend: 4.51-5.00 – Very highly performed 3.51-4.50 – Highly performed 2.51-3.50 – Moderately performed 1.51-2.50 – fairly performed 1.01-1.50 – not performed

Correlation between the profile and the organizational commitment of the secondary school heads based on their level of empowerment.

The table shows the correlation (r-value) between different profiles of secondary school heads and their organizational commitment based on the level of empowerment. The critical values (crit-value) indicate the significance level.

Age, sex, civil status, highest educational attainment, length of service in the teaching profession, number of years in the position, rank/position, and attending webinars had no significant relationship with the organizational commitment of the secondary school



heads based on their level of empowerment.

This means that the null hypothesis of no significant relationship between the profile and the organizational commitment of the secondary school heads based on their level of empowerment was accepted, as evidenced by their r-value and critical value.

The data implies that age, sex, civil status, highest educational attainment, number of years in the position, length of service in the teaching profession, rank/position, and attending webinars do not show significant relationships with organizational commitment. The acceptance of the null hypothesis implies that the demographic profile of the respondents has nothing to do with or does not affect the organizational commitment of the secondary school heads based on their level of empowerment.

The result found that demographic profile is not significant to the organizational commitment of the secondary school heads based on their level of empowerment.

Table 7. *There is a significant relationship between the profile and the organizational commitment of the secondary school heads based on their level of empowerment.*

Profile	Level of Empowerment		Descriptive Interpretation	Decision
	r-value	crit-value		
Age	-0.200	0.704	Not significant	Ho: Accepted
Sex	-1.000	0.000	Not significant	Ho: Accepted
Civil Status	-0.500	0.667	Not significant	Ho: Accepted
Highest Educational Attainment	0.100	0.873	Not significant	Ho: Accepted
Rank/Position	0.429	0.337	Not significant	Ho: Accepted
Number of Years in the Position	0.257	0.623	Not significant	Ho: Accepted
Length of Service in the Teaching Profession	0.058	0.913	Not significant	Ho: Accepted
Webinar	1.000	0.000	Not significant	Ho: Accepted

Correlation between the Degree of Organizational Commitment and the Level of Empowerment of the Secondary School Heads.

There is a correlation between the degree of organizational commitment and the level of empowerment of the secondary school heads.

Table 8 shows the Pearson Moment Correlation coefficient r, showing a significant relationship between the degree of organizational commitment and the level of empowerment of secondary school heads.

Results reveal a significant relationship between the degree of organizational commitment and the level of empowerment of secondary school heads. Based on the data provided, we can infer that the relationship between organizational commitment and the level of empowerment is statistically significant at the given level of significance. In practical terms, this suggests that as organizational commitment decreases, the level of empowerment among secondary school heads tends to decrease moderately. Conversely, as organizational commitment increases, the level of empowerment tends to increase moderately.

Therefore, the null hypothesis of no significant relationship between the degree of organizational commitment and the level of empowerment of the secondary school heads was rejected.

The findings have shown that several factors are antecedents of psychological empowerment and that empowerment can increase organizational commitment and job satisfaction. More importantly, the findings reveal that supervisory support is an important determinant of the effects of empowerment on job satisfaction.

This implies that improving conditions that foster empowerment would lead to a higher level of employee organizational commitment, especially the level of affective commitment that is of greater importance for the organization, as in this case, commitment rests on common values and stimulates emotional attachment to the organization.

Table 8. *Significant relationship between the degree of organizational commitment to their level of empowerment of the secondary school heads.*

Variable	Organizational Commitment		Significant	Decision
	r-value	crit-value		
Level of Empowerment	-0.325	0.091	Not significant	Ho: Rejected

The significant difference between leadership management performance and their level of empowerment.

The table shows the Pearson Moment Correlation coefficient r, showing a significant difference between leadership management performance and secondary school heads' empowerment level.



Results reveal no significant difference between leadership management performance and the level of empowerment of secondary school heads as perceived by teachers and stakeholders.

Therefore, the null hypothesis that there is no significant difference between leadership management performance and empowerment level was accepted.

Table 9. *Significant difference between leadership management performance and their level of empowerment.*

Variables	Level of Empowerment		Significant	Decision
	r-value	crit-value		
Leadership Perceived by Teachers	-0.208	0.271	Not significant	Ho: Accepted
Leadership Perceived by Stakeholders	-0.109	0.566	Not significant	Ho: Accepted

Degree of seriousness of the problems encountered by the secondary school heads to their empowerment and organizational commitment.

Table 10 presents the degree of seriousness of the problems encountered by the secondary school heads to their empowerment and organizational commitment.

It can be seen from the table that the school heads gave the highest rating to the statement “lack of knowledge about enhancing leadership supervision,” with a mean of 3.42, described as moderately serious; followed by the statement “lack of conducting to any school/district-based SLAC/INSET training” with a mean of 3.39 described as moderately serious. The third rank is the statement “lack of decision-making skills,” with a mean of 3.29, described as moderately serious. The weighted mean is 2.94, which is described as moderately serious.

The data implies that secondary school heads face significant challenges in critical areas such as conducting SLAC/INSET training, enhancing leadership supervision, and developing decision-making skills. Immediate attention is required to address these high-priority concerns, alongside targeted professional development programs to improve instructional management, knowledge of educational research, and staying updated with innovations. Improving organizational culture through increased participation in conferences and organizations, strategic planning, and resource allocation is essential for fostering a positive and collaborative environment. Gaps in leadership effectiveness, particularly in coaching, mentoring, and program implementation, must be addressed, and a continuous feedback system, coupled with a collaborative approach, should be established for ongoing improvement in secondary school leadership and organizational commitment.

Furthermore, based on the mean values and descriptive ratings, several of the problems faced by secondary school heads are considered severe or moderately serious in their impact on both empowerment and organizational commitment. These issues may need to be addressed to improve secondary school heads' overall effectiveness and satisfaction. These results imply that significant challenges may affect their empowerment and organizational commitment, indicating areas that require attention and improvement for the effective functioning of the educational institution.

Table 10. *Degree of seriousness of the problems encountered by the secondary school heads to their empowerment and organizational commitment.*

Indicator	Mean	Descriptive Rating
Lack of decision-making skills.	3.29	MS
Inactively participate in any conference and organization.	3.03	MS
Lack of appropriate training related to instructional management.	2.76	MS
Lack of knowledge in conducting educational research that focuses on instruction and management.	3.10	MS
Inability to upgrade knowledge of the latest innovations in supervision and instruction	2.97	MS
Lack of participation in promoting professional development.	2.80	MS
Inadequate knowledge of coaching and mentoring program	2.87	MS
Lack of implementation of a worthwhile teaching and learning program	2.78	MS
Lack of conducting any school/district-based SLAC/INSET training.	3.39	MS
Lack of knowledge about enhancing leadership supervision.	3.42	MS
Weighted Mean	2.94	MS

Legend: 4.51-5.00 –Very serious 3.51-4.50 – Serious 2.51-3.50 – Moderately serious 1.51-2.50 – fairly serious 1.01-1.50 – not serious

Conclusion

Based on the results of the study, the following were concluded: (1) Decision-Making, Professional Development, Status in the Organization, Self-Efficacy, Curriculum Content Enhancement, Instructional Management, and Community Linkages reveal a consistently high level of satisfaction among respondents or school heads and demonstrate a highly empowered level of empowerment. (2) School heads demonstrate a high level of affective, continuance, and normative organizational commitment. (3) Both teachers and stakeholders express high mean scores across categories, demonstrating a highly performed leadership management performance. (4) A correlation between the degree of organizational commitment and their level of empowerment has a positive relationship, meaning

there is a significant relationship between the degree of organizational commitment and the level of empowerment of secondary school heads. (5) The secondary school heads perceive various problems with different degrees of seriousness related to their empowerment and organizational commitment. Notably, issues such as the lack of participation in promoting professional development, inadequate knowledge of coaching and mentoring programs, and insufficient implementation of a worthwhile teaching and learning program are identified as areas of concern. These problems range from moderate to high seriousness based on their mean ratings, indicating the need for attention and improvement in these aspects to enhance empowerment and organizational commitment. (6) The school head development and enhancement program were developed as an output of the study. This comprehensive training and seminar-workshop program covers various aspects of leadership, professional development, empowerment, organizational commitment, and collaboration. It aims to provide school heads with practical skills and strategies to enhance their performance and contribute to a positive and effective educational environment.

Furthermore, it highly suggested to: (1) Develop programs for the continuing education of the Department's human resources. (2) May develop learning maps, training program designs, and resource packages for various human resource groups. (3) May provide and conduct seminars and training programs for school administrators regarding strengthening empowerment, organizational commitment, and leadership management performance among public secondary schools. (4) May use the result of this study as a baseline for monitoring, evaluation, giving technical assistance, especially on human resource development programs and activities for school heads, and taking note of the school's awareness and competence about the level of empowerment, organizational commitment, and leadership management performance among public secondary schools. (5) May be informed that the results and findings of this study may be used as reference information for designing and developing capability programs and training for all school heads. (6) May prioritize leadership development programs for school heads. This should include training in decision-making skills, educational research, and enhancing leadership supervision. (7) May encourage school heads to participate in courses, workshops, and training programs related to education, leadership, and management. This will help enhance their knowledge and skills. (8) Should establish a supportive network for school heads to share experiences, strategies, and best practices. This can help them address common challenges and build a sense of belonging and community within the organization. (9) May implement strategies to further empower school heads in all dimensions, especially decision-making and self-efficacy. Encourage them to take ownership of their roles and responsibilities. (10) May emphasize the importance of clearly defined roles and responsibilities and continuously enhance the accountability system. A well-defined accountability structure can lead to more effective leadership and commitment. (11) Should promote collaborative resource inventory and regular monitoring, evaluation, and reporting of resource management. Efficient resource management can positively impact school leadership and commitment. (12) May engage in Collaborative Decision-Making: Actively participate in decision-making processes within the school. This can contribute to a sense of shared responsibility and empowerment among teachers. (13) Should support Leadership Development: Encourage school heads to participate in leadership development programs and workshops. Provide constructive feedback and offer opportunities for them to enhance their leadership skills. (14) May open communication Channels to foster open and transparent communication with school heads. Provide constructive feedback, express concerns, and work collaboratively to address issues. Effective communication can lead to improved leadership and decision-making. (15) May actively engage in school governance and participate in school governance and policy formulation. Collaborate with school heads in developing and implementing policies and guidelines, enhancing empowerment and commitment. (16) May establish and maintain effective communication channels with school heads. Ensure stakeholders are informed about school initiatives and encourage two-way communication that fosters mutual respect and problem-solving. (17) Consider participating in leadership development programs and training that can help him further improve his leadership skills. This will benefit the researcher's leadership and set an example for others in his school. (18) May use findings to effective communication with stakeholders and teachers. Ensure the researcher maintains open and transparent communication channels to build mutual respect and facilitate problem-solving within his school.

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