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Workplace Empowerment, Job Satisfaction, and Teaching Performance of Public Senior High School Teachers' in City Schools Division in the Province of Laguna

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Abstract. Teachers' empowerment is one of the most effective ways to enhance teachers' commitment (Muhammad & Hussain, 2020). They have a very high level of workplace empowerment along impact which shows that teachers believe that they affect and influence school life positively. The goal of this study was to explore the level of teachers' workplace empowerment, job satisfaction, and teaching performance, probe the relationship between the teachers' level of workplace empowerment and level of job satisfaction, workplace empowerment and teaching performance, and level of job satisfaction and teaching performance, and examined the predictive ability of the level of workplace empowerment, and job satisfaction, taken singly or in combination, of level of teaching performance of senior high school teachers' in the City Schools Division in the Province of Laguna. The findings revealed that the teachers' level of workplace empowerment was "highly empowered", while the teachers' level of job satisfaction was "very satisfactory". On the other hand, the teachers' level of teaching performance was "outstanding". In addition, the teachers' level of teaching performance was significant to meaning, benefits, and professional growth with a p-value of 0.023, 0.028, and 0.002, respectively. It was concluded in the study that teacher's workplace empowerment only meaning was correlated to teachers' level of teaching performance. While in terms of job satisfaction, benefits and professional growth was correlated to teachers' level of teaching performance. It implied that these predictors were highly contributors to the teachers of teaching performance. This study is believed to be a beneficial reference in developing a more empowered workplace, highly pleased teaching forces with the finest teaching performances.

Keywords. Job satisfaction, empowerment, teaching performance, workplace

I. Introduction

In schools, empowered teachers exhibit positive organizational behaviors. They feel empowered to influence students and their school life because they are respected, have opportunities for professional growth, are efficient and effective in the classroom, and have the ability to influence students and school life (Tindowen, 2019) [1].

Psychological empowerment is very important to improve innovative work behavior for an employee, so that they can always increase confidence in providing creative ideas or innovations for their organization (Sjabadhyni and Mustika, 2018) [2]. It has a positive effect

on innovative work behavior and a new techniques used by organizations to improve employees' innovation.

Limon (2022) [3] claimed that the principals' empowering leadership behaviors enhance teachers' organizational commitment and job performance. On the other hand, a higher organizational commitment means a higher level of job performance. Additionally, empowering leadership has an indirect effect on teacher job performance through organizational commitment.

As for educational organizations, empowering leadership emerged from teacher empowerment (Çelik & Konan, 2020) [4]. On the other hand, teachers' commitment is another crucial factor which enhances school effectiveness. It is a critical antecedent of the success of educational reforms and school effectiveness because higher teacher commitment results in extra effort to achieve school vision and goals; therefore, it is important to identify the factors contributing to teachers' commitment. It is stated that teachers' empowerment is one of the most effective ways to enhance teachers' commitment (Muhammad & Hussain, 2020) [5]. As well as being an outcome of empowering leadership, organizational commitment is an antecedent of performance (Boz et al., 2021) [6] on which schools mainly rely to achieve their goals.

Many factors influence teachers' job performance, including aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, personality, and student relations. Understanding the factors that contribute to the development of quality teachers is critical. Teachers who are dissatisfied with their jobs will not be committed or productive (Kadtong, 2019) [7].

Job satisfaction is a requirement for the work performance of the teacher. In the study conducted by Baluyos et al. (2019) [8], he noted that job satisfaction is essential in the education industry. In addition, in the study conducted by Malik et al. (2021) [9], they concluded that the achievement of educational goals, desirable change, and holistic development of the student may be a big help for teachers to be satisfied with their professional needs.

Overall, the importance of job satisfaction must be prioritized to persuade and demonstrate how, in the face of modest hurdles in meeting needs and wants in a teacher's life, it fosters passion and a strong drive to do better. It goes without saying that teaching is a job that needs a lot of encouragement and reinforcement to be satisfying and deliver better results in a secondary school setting (Fabella, 2022) [10].

Zamri & Hamzah (2019) [11] conducted a study on the competency of teachers in pedagogy and it revealed that it greatly affects the implementation of classroom assessment. Effective learning involves an application of various learning methods to enhance the student's mastery and develop productive behaviors. The assessment should be applied in each pedagogical element that is being implemented nowadays. This is because effective teachers affect students. Student learning and achievement increase when teachers engage in affective assessment to address students learning challenges.

As the realization of organizational goals depends largely on employee performance, the performance level of employees is of great importance for organizations (Ramos-Villagrasa et al., 2019) [12]. Job performance can be defined as employee actions and behaviors that contribute to or facilitate the achievement of organizational goals (Fogaça et al., 2018) [13]. Educational organizations that train human capital, the most important asset of society, need teachers with high performance to achieve their goals. Since job performance is defined as fulfilling the requirements of a specific job successfully (Chaithra & Hiremath, 2018) [14], there

may be job-specific performance definitions. Thus, teacher job performance is related to how effectively a teacher performs his job (Polat & Abashi, 2019) [15].

For the reasons mentioned, the researcher took interest in this study to evaluate the workplace empowerment, job satisfaction, and teaching performance of the selected public senior high school teachers at the City School's Division in the province of Laguna. This study was conducted under the four (4) Schools Division in the province of Laguna namely SDO Calamba, SDO Cabuyao, SDO Santa Rosa, and SDO Biñan. The respondents of this study were selected from the aforementioned locale. Lastly, by the time this study had concluded, the researcher came up with several recommendations in hopes that it would serve as a guide for the implementers in setting standards and making desirable changes and improvements for the school programs to have a more harmonious workplace relationship and empower all teachers to contribute for the accomplishment of every desired outcome.

1.1 Objective of the Study

The overall objective of this study was to distinguish the workplace empowerment, job satisfaction and teaching performance of public senior high school teachers in City Schools Division in the Province of Laguna. Specifically, this study had the following aims (1) investigate the teachers' level of workplace empowerment in terms of psychological domain such as meaning, competence, self-determination, impact and in terms of relational domain such as organizational vision, mission, sharing updated information, delegation, performance management system, and reward system, and the level of job satisfaction when it came to compensation, power, benefits, and professional growth, (2) discern the significant relationship between the teachers' level of workplace empowerment and level of job satisfaction, level of workplace empowerment and level of teaching performance, and level of job satisfaction and level of teaching performance, and (3) discover how predictive are the level of workplace empowerment and level of job satisfaction, taken singly or in combination, of teachers' level of teaching performance.

II. Methods

To obtain the necessary data needed for the study, quantitative research was utilized. Vaidya (2018) [16] defined it as a method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables.

Likewise, descriptive- correlational research design was employed by the researcher, as it is the most effective research model for this study. Descriptive research is a process of gathering, analyzing, and tabulating data about prevailing conditions, practices, processes, and making adequate and accurate interpretation. Correlational studies are related to each other in the population of interest (Rubite, 2018) [17]. Through the utilization of these methodologies, the researcher sought to answer the the teachers' level of (a) workplace empowerment, (b) job satisfaction, (c) teaching performance.

For the sampling technique, stratified random sampling technique was used in this study. As explained by Lemm (2020) [18], it is a type of probability sampling that allows researchers to improve precision (reduce error) relative to simple random sampling (SRS). The population is divided into non-overlapping groups, or *strata*, along a relevant dimension then collects a random sample of population members from within each stratum. Using the Slovin's Formula calculator with 90% confidence level and 5% margin of error, the researcher obtained a sample size of 227 public senior high school teachers as respondents from the selected public

schools from the different divisions in the City Schools Division in the province of Laguna. The selected respondents were regarded as the best representatives from the total population because they had adequate knowledge of the research topic, which warranted their selection as respondents of the study.

The respondents of the study were the public senior high school teachers in City School's Division in the province of Laguna specifically SDO Calamba, SDO Cabuyao, SDO Santa Rosa, and SDO Biñan. Standardized survey questionnaires were personally and virtually (through Google Forms) administered to the selected respondents to better explain the nature of the study and their participation in the investigation and discuss with them the instructions to follow for an easier and more convenient ways of answering the survey forms. Because the researcher utilized a standardized questionnaire, it no longer needed to undergo the process of validation. The accomplished questionnaires were collected right after they were answered by the respondents and the gathered data were tallied, tabulated, analyzed, and interpreted.

Statistical tools such as weighted mean and ranking, Pearson r, and Stepwise Multiple Regression Analysis were used for the analysis of data and interpretation of results.

III. Results and Discussion

Table 1

The Teachers' Level of Workplace Empowerment: Psychological

Statement	Weighted Mean	Verbal Interpretation	Rank
Meaning			
1. The work I do is very important to me.	3.95	Highly Empowered	
2. My job activities are personally meaningful to me.	3.90	Highly Empowered	
3. The work I do is meaningful to me.	3.94	Highly Empowered	
Average	3.93	Highly Empowered	1
Competence			
1. I am confident about my ability to do my job.	3.76	Highly Empowered	
2. I am self-assured about my capabilities to perform my work activities.	3.66	Highly Empowered	
3. I have mastered the skills necessary for my job.	3.66	Highly Empowered	
Average	3.69	Highly Empowered	2
Self-determination			
1. I have significant autonomy in determining how I do my job.	3.52	Highly Empowered	
2. I can decide on my own how to go about doing my work.	3.52	Highly Empowered	
3. I have considerable opportunity for independence and freedom in how I do my job.	3.51	Highly Empowered	
Average	3.52	Highly Empowered	3
Impact			
1. My impact on what happens in my department is large.	3.30	Highly Empowered	
2. I have a great deal of content over what happens in my department.	3.23	Empowered	

3. I have significant influence over what happens in my department.	3.24	Empowered	
Average	3.26	Empowered	4
Overall Weighted Mean	3.60	Highly Empowered	

Table 1 presents the teachers' level of workplace empowerment in terms of psychological which earned an overall weighted mean of 3.60 interpreted as "Highly Empowered". Meaning was ranked 1 and obtained an average of 3.93 which interpreted as "Highly Empowered". For statement 1, "The work I do is very important to me", statement 3, "The work I do is meaningful to me" and statement 2, "The work I do is meaningful to me" obtained a common verbal interpretation of "Highly empowered" with a weighted mean of 3.95, 3.94 and 3.90, respectively. Moreover, Competence was "Highly Empowered" with a rank of 2 and an average score of 3.69. The verbal interpretation of "Highly empowered" was attained for statements 1, 2 and 3 with weighted means of 3.76, 3.66, and 3.66, respectively, for "I am confident about my ability to do my Job", "I am self-assured about my capabilities to perform my work activities" and "I have mastered the skills necessary for my job." In addition, Self-determination ranked 3 and garnered an average of 3.52 with a verbal interpretation of "Highly Empowered". Statements 1 and 2 obtained an equal weighted mean of 3.52 which interpreted as "Highly Empowered", "I have significant autonomy in determining how I do my job," and "I can decide on my own to go about doing my work". Statement 3, "I have considerable opportunity for independence and freedom in how I do my job" also obtained a weighted mean of 3.51 which also interpreted as "Highly Empowered". On the other hand, Impact was ranked 4 and gained an average of 3.26 interpreted as "Empowered". With a weighted mean of 3.30, 3.24, and 3.23 for statement 1, "My impact on what happens in my department is large," statement 3, "I have significant influence over what happens in my department," and statement 2, "I have a great deal of content over what happens in my department," respectively, they all had the verbal interpretation "Empowered."

Overall, the teachers were highly empowered in their workplace with regard to psychological domain. It implied that the teachers appreciated the nature of their work, they knew how to handle their job using their skills, abilities, and capabilities, and made a good contribution to their department.

Table 2

The Teachers' Level of Workplace Empowerment: Relational

Statement	Weighted Mean	Verbal Interpretation	Rank
Organizational vision, mission			
1. The school has its clear implementation of its vision and mission	3.57	Highly Empowered	
2. The policies and guidelines are all stipulated in the DepEd manual.	3.77	Highly Empowered	
3. The school's programs and projects are anchored in the DepEd vision and mission	3.77	Highly Empowered	
Average	3.70	Highly Empowered	1
Sharing updated information			
1. Allowed me to have multiple, free and open communication through websites and learning research management development system portals.	3.54	Highly Empowered	

2. Informed me of the current and important updates about the school.	3.46	Highly Empowered	
3. Provided me information about my department work groups plan and progress.	3.48	Highly Empowered	
Average	3.49	Highly Empowered	2
Delegation			
1. Involved me in making strategic plans for the school.	3.32	Highly Empowered	
2. Provided me with greater autonomy in my work.	3.35	Highly Empowered	
3. Provided me with the support and the autonomy to make the decisions necessary for accomplishing assigned tasks.	3.43	Highly Empowered	
Average	3.37	Highly Empowered	3.5
Performance management system			
1. Made me understand my job duties and responsibilities, instead of just letting me ask my co-workers.	3.42	Highly Empowered	
2. Allowed me to make decisions on matters that revolve around my job description.	3.43	Highly Empowered	
3. Provided me with training and developmental opportunities to expand more my knowledge in my area of specialization.	3.27	Highly Empowered	
Average	3.37	Highly Empowered	3.5
Reward system			
1. Appropriately recognized my contribution in the school's progress and development.	3.33	Highly Empowered	
2. Personally congratulated me whenever I accomplished job well done.	3.32	Highly Empowered	
3. Gave me an equal chance to be promoted.	3.26	Highly Empowered	
Average	3.30	Highly Empowered	5
Overall Weighted Mean	3.45	Highly Empowered	

Table 2 displays the teachers' level of workplace empowerment in terms of relational which garnered an overall weighted mean of 3.45 interpreted as "Highly Empowered. Among the five sub-indicators, the highest rank is organizational vision and mission, and the least rank is reward system. Sharing updated information was ranked 2 and an equal rank for delegation and performance management system. In terms of organizational vision and mission, it obtained the highest average of 3.70 interpreted as "Highly Empowered". Statements 2 and 3 gained the same weighted mean of 3.77 which interpreted as "Highly Empowered", "The policies and guidelines are all stipulated in the DepEd manual" and "The school's programs and projects are anchored in the DepEd vision and mission". Also, statement 3, "The school has its clear implementation of its vision and mission" had obtained a weighted mean of 3.57, verbally interpreted as "Highly Empowered". Moreover, sharing updated information earned an average of 3.49 with a verbal interpretation of "Highly Empowered". With a weighted mean of 3.54,

3.48, and 3.46 for statement 1, " Allowed me to have multiple, free and open communication through websites and learning research management development system portals," statement 3, " Provide me information about my department work groups plan and progress," and statement 2, " Informed me of the current and important updates about the school," respectively, they all had the verbal interpretation "Highly Empowered." For delegation, it gained an average of 3.37 which interpreted as "Highly Empowered". For statement 3, "Provided me with the support and the autonomy to make the decisions necessary for accomplishing assigned tasks", statement 2, "Provided me with greater autonomy in my work" and statement 1, "Involved me in making strategic plans for the school" obtained a common verbal interpretation of "Highly empowered" with a weighted mean of 3.43, 3.35 and 3.32, respectively.

Furthermore, performance management system garnered an average of 3.37 interpreted as "Highly Empowered". Statement 2, "Allowed me to make decision on matters that revolve around my job description," gained a weighted of 3.43, statement 1, "Made me understand my job duties and responsibilities, instead of just letting me ask my co-workers," obtained a weighted mean of 3.42 and statement 3, "Provided me with training and developmental opportunities to expand more my knowledge in my area of specialization," earned a weighted mean of 3.27 and they have a common agreement of "Highly Empowered". Lastly, reward system obtained lowest average of 3.30 but also interpreted as "Highly Empowered". With the obtained weighted mean of 3.33, 3.32 and 3.26. for statement 1, " Appropriately recognized my contribution in the schools' progress and development," statement 2, " Personally congratulated me whenever I accomplished job well done," and statement 3, " Gave me an equal chance to be promoted," respectively, they all had the verbal interpretation "Highly Empowered." In general, the teachers were highly empowered along relational domain of workplace. It implied that the teachers' level of workplace empowerment in relational had highly empowered. This meant that the teacher's empowerment was a helpful motivational force that guided their attitude toward professional loyalty, faith and passion for organizational mission and visions that increased teachers' commitment.

Table 3

Composite Table of the Teachers' Level of Workplace Empowerment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Psychological	3.60	Highly Empowered	1
2. Relational	3.45	Highly Empowered	2
Overall Weighted Mean	3.52	Highly Empowered	

Table 3 highlights the composite table of the teacher's level of workplace empowerment. Ranked 1 obtained by Psychological with a weighted mean of 3.60 and ranked 2 gained by Relational with a weighted mean of 3.45, both verbally interpreted as "Highly Empowered". The results showed that teachers were highly empowered in their workplace with regard to psychological and relational domains. It only implied that teachers that were psychologically empowered displays self-assurance and feelings of empowerment promotes reliable strong work-commitments, shapes the organizational system, and encourages employees to put forth significant efforts in a way which promotes the organizations' success.

Table 4
The Teachers' Level of Job Satisfaction

Statement	Weighted Mean	Verbal Interpretation	Rank
Compensation			
1. I am receiving the corresponding salary grade.	3.67	Very Satisfactory	
2. I have a desirable job opportunity along with my salary.	3.39	Very Satisfactory	
3. I was provided enough supplies for my instructional materials by DepEd.	2.94	Satisfactory	
Average	3.33	Very Satisfactory	2
Power			
1. I was involved in making strategic plans for the school.	3.03	Satisfactory	
2. I was provided with greater autonomy in my work.	3.19	Satisfactory	
3. I was allowed to contribute practical and workable suggestions for improvements.	3.25	Satisfactory	
Average	3.15	Satisfactory	4
Benefits			
1. I was provided with the support necessary for accomplishing assigned tasks.	3.16	Satisfactory	
2. I was allowed to file application for leave.	3.42	Very Satisfactory	
3. I was given recognitions for my excellent services.	3.14	Satisfactory	
Average	3.24	Satisfactory	3
Professional growth			
1. I was given a chance to excel more with my teaching job.	3.45	Very Satisfactory	
2. I was allowed to attend further studies.	3.48	Very Satisfactory	
3. I was provided with in-service training and team building.	3.50	Very Satisfactory	
Average	3.48	Very Satisfactory	1
Overall Weighted Mean	3.30	Very Satisfactory	

Table 4 shows the teachers' level of job satisfaction which earned an overall weighted mean of 3.30 verbally interpreted as "Very Satisfactory". In terms of job satisfaction professional growth got the highest rank while power rank as the lowest. On the other hand, compensation and benefits obtained the rank 2 and 3, respectively. The teachers were "Very Satisfactory" in terms professional growth which obtained an average of 3.48. Statement 3, "I was provided with in-service training and team building," gained a weighted mean of 3.50, statement 2, "I was allowed to attend further studies," obtained a weighted mean of 3.48 and statement 3, "I was given a chance to excel more with my teaching job," earned a weighted mean of 3.45 and they have a common agreement of "Very Satisfactory". In terms of compensation, it obtained an average of 3.33 interpreted as "Very Satisfactory". Statement 1, "I am receiving the corresponding salary grade," garnered the highest weighted mean of 3.67 verbally interpreted as "Very Satisfactory" while statement 3, "I was provided enough supplies for my instructional materials by DepEd" obtained the lowest weighted mean of 2.94 with a

verbal interpretation of “Satisfactory”. Also, statement 2, “I have a desirable job opportunity along with my salary” earned a weighted mean of 3.39 which interpreted as “Very Satisfactory”.

For benefits, it garnered an average of 3.24 with a verbal interpretation of “Satisfactory”. Statement 2 “I was allowed to file application for leave” obtained the highest weighted mean of 3.42, verbally interpreted as “Very Satisfactory”. On the other hand, statement 1, “I was provided with the support necessary for accomplishing assigned tasks” and statement 3, “I was given recognitions for my excellent services” gained a weighted mean of 3.16 and 3.14, respectively, and both interpreted as “Satisfactory”. Lastly, for power, it obtained an average of 3.15 interpreted as “Satisfactory”. With the obtained weighted mean of 3.25, 3.19 and 3.05. for statement 3, "I was allowed to contribute practical workable suggestions for improvements," statement 2, " I was provided with greater autonomy in my work," and statement 1, " I was involved in making strategic plans for the school," respectively, they all had a common verbal interpretation of “Satisfactory”.

All in all, the teachers were very satisfied in their job. It suggested that that the teachers who were motivated at work were more likely to stay in their positions, and this involved meeting their "professional growth" if they pursue their graduate education program for professional growth and development. Moreover, receive compensation in return for their contribution to organizational services since money alone makes people more motivated. When teachers were suitably rewarded for their productivity gains, performance-based compensation will boost teacher motivation.

Table 5
The Teachers’ Level of Teaching Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Applied knowledge of content within and across curriculum teaching areas	4.48	Very Satisfactory	14
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice	4.31	Very Satisfactory	19
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	4.46	Very Satisfactory	15.5
4. Used effective verbal and nonverbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.52	Outstanding	11.5
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	4.65	Outstanding	1
6. Maintained learning environments that promote fairness, respect and care to encourage learning	4.62	Outstanding	3
7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.51	Outstanding	13
8. Applied a range of successful strategies that maintain learning environments that motivate learners to	4.55	Outstanding	9.5

work productively by assuming responsibility for their own learning				
9. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	4.42	Very Satisfactory	17.5	
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	4.42	Very Satisfactory	17.5	
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	4.46	Very Satisfactory	15.5	74
12. Utilized assessment data to inform the modification of teaching and learning practices and programs	4.55	Outstanding	9.5	
13. Maintained learning environments that are responsive to community contexts	4.52	Outstanding	11.5	
14. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	4.57	Outstanding	6	
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders	4.56	Outstanding	7.5	
16. Applied a personal philosophy of teaching that is learner-centered	4.60	Outstanding	5	
17. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity	4.61	Outstanding	4	
18. Set professional development goals based on the Philippine Professional Standards for Teachers	4.56	Outstanding	7.5	
19. Performed various related works/activities that contribute to the teaching-learning process	4.63	Outstanding	2	
Average	4.53	Outstanding		

Table 5 demonstrates the teachers' level of teaching performance which garnered an average of 4.53 which verbally interpreted as "Outstanding". Statement 5 "Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures", was ranked 1, statement 19, "Performed various related works/activities that contribute to the teaching-learning process", was ranked 2, statement 6, "Maintained learning environments that promotes fairness, respect and care to encourage learning," was ranked 3, statement 17, "Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity," was ranked

4, statement 16, “Applied a personal philosophy of teaching that is learner-centered,” was ranked 5, statement 14, “Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers” was ranked 6, had obtained a weighted mean of 4.65, 4.63, 4.62, 4.61, 4.60 and 4.57, respectively, and had a common agreement of “Outstanding”.

Moreover, statement 18, “Set professional development goals based on the Philippine Professional Standards for Teachers,” and statement 15, “Complied with and implemented school policies and procedures consistently foster harmonious relationships with learners, parents, and other stakeholders” obtained the same weighted mean of 4.56 verbally interpreted as “Outstanding” and ranked as 7.5. On the other hand, statement 2, “Used research-based knowledge and principles of teaching and learning to enhance professional practice” was ranked 19 and obtained a weighted mean of 4.31 interpreted as “Very Satisfactory”. Statement 9 “Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents” and statement 10 “Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups” is equally obtained a weighted mean of 4.42 verbally interpreted as “Very Satisfactory”, was ranked as 17.5.

In addition, statement 3 “Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning” and statement 11 “Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners” obtained an equal weighted mean of 4.46, verbally interpreted as “Very Satisfactory”, was ranked as 15.5. Statement 1, “Applied knowledge of content within and across curriculum teaching areas, obtained a weighted mean of 4.48 and 4.31, respectively, verbally interpreted as “Very Satisfactory” was ranked as 14.

To sum up, the teaching performance of the teachers was outstanding. This implied that a safe learning environment is where there is no threat of emotional or psychological harm, allowing students to take risks in exploring difficult issues and expressing themselves honestly. Learning environment that allows all students to participate and solve issues that are difficult for them. In addition, although some school staff had access to information that could help inform common and general policy statements or academic achievement, it was increasingly recognized that schools need to focus on the development of the whole student.

Table 6

Relationship between the Teachers’ Level of Workplace Empowerment (Psychological) and Level of Job Satisfaction

Workplace empowerment (Psychological)	Job satisfaction			
	Compensation	Power	Benefits	Professional growth
	r=0.161	r=0.103	r=-0.024	r=0.093
Meaning	Low correlation p=0.015*	Negligible correlation p=0.121	Negligible correlation p=0.719	Negligible correlation p=0.165
Competence	r=0.237 Low correlation	r=0.289 Low correlation	r=0.202 Low correlation	r=0.346 Low correlation

	p=0.000**	p=0.000**	p=0.002**	p=0.000**
	r=0.295	r=0.398	r=0.372	r=0.201
Self-determination	Low correlation	Low correlation	Low correlation	Low correlation
	p=0.000**	p=0.000**	p=0.000**	p=0.002**
	r=0.233	r=0.529	r=0.385	r=0.217
Impact	Low correlation	Moderate	Low correlation	Low correlation
	p=0.000**	correlation	p=0.000**	p=0.001**
		p=0.000**		

**Significant @ 0.01, *Significant @ 0.05

Table 6 shows the relationship between the teachers' level of workplace empowerment in terms of psychological and level of job satisfaction. The relationship between meaning and benefits, meaning and professional growth, and meaning and power showed no relationship. On the other hand, between meaning and compensation, showed a significant relationship with a $p=0.015$, $r=0.161$ and their correlation is low. In terms of competence and job satisfaction in terms of compensation, power benefits and professional growth, it obtained r-values of 0.237, 0.289, 0.202 and 0.0346, respectively, and p value from 0.000-0.002 which was less than the significance level of 0.01 which signified a relationship among the indicators and correlation among them was low. Moreover, self-determination and job satisfaction in terms of compensation, power benefits and professional growth, it earned r-values of 0.295, 0.398, 0.372 and 0.201, respectively, and p-value from 0.000 to 0.002 which was less than the level of significance of 0.01 which denoted a relationship among the indicators, and the correlation among these relationships was very low. Furthermore, there was also a relationship between impact and job satisfaction in terms of compensation, power, benefits, professional growth with r value of 0.233, 0.529, 0.385 and 0.217, respectively, and a p- value from 0.000-0.001 which was less than the significance level of 0.01. The correlation among them was low except for impact and power which was moderate.

The findings revealed that the higher the teachers' level of workplace empowerment (psychological), the higher the teachers' level of job satisfaction. The result implied that the teachers' level of workplace empowerment (meaning)

Table 7

Relationship between the Teachers' Level of Workplace Empowerment (Relational) and Level of Job Satisfaction

Workplace empowerment (Psychological)	Job satisfaction			
	Compensation	Power	Benefits	Professional growth
Organizational vision, mission	r=0.331	r=0.222	r=0.263	r=0.348
	Low correlation	Low correlation	Low correlation	Low correlation
	p=0.000**	p=0.001**	p=0.000**	p=0.000**
	r=0.348	r=0.461	r=0.538	r=0.585

Sharing updated information	Low correlation p=0.000**	Moderate correlation p=0.000**	Moderate correlation p=0.002**	Moderate correlation p=0.000**
	r=0.360	r=0.590	r=0.527	r=0.474
Delegation	Low correlation p=0.000**	Moderate correlation p=0.000**	Moderate correlation p=0.000**	Moderate correlation p=0.002**
	r=0.482	r=0.546	r=0.561	r=0.657
Performance management system	Moderate correlation p=0.000**	Moderate correlation p=0.000**	Moderate correlation p=0.000**	Moderate correlation p=0.000**
Reward system	r=0.535 Moderate correlation p=0.000**	r=0.545 Moderate correlation p=0.000**	r=0.649 Moderate correlation p=0.000**	r=0.659 Moderate correlation p=0.000**

**Significant @ 0.01

Table 7 reflects the relationship between the teachers' level of workplace empowerment (relational) and level of job satisfaction, the obtained p-values were 0.000-0.002 which was less than the significance level of 0.01. Therefore, significant relationship was observed.

The correlation among organizational vision, mission and job satisfaction were low while for performance management system and job satisfaction, and reward system and job satisfaction had a moderate correlation. On the other hand, among sharing updated information and job satisfaction, delegation, and job satisfaction the correlation was low except for compensation which was moderate.

In summary, the findings revealed that the higher the teachers' level of workplace empowerment (Relational), the higher the teachers' level of job satisfaction. It also revealed that the teachers would be impacted by organizational commitment, involving in strategic plan, providing teachers and trainers with access to quality professional development, empower through rewarding working conditions have significant effects on job satisfaction. Intrinsic motivation is enhanced by psychological involvement. When teachers are intrinsically committed, they are able to realize their full potential.

Table 8

Relationship between the Teachers' Level of Workplace Empowerment (Psychological) and Level of Teaching Performance

Workplace empowerment (Psychological)	Pearson r	p-value	Interpretation
Meaning	0.217 Low correlation	0.001**	Significant
Competence	0.388 Low correlation	0.000**	Significant

Self-determination	0.336 Low correlation	0.000**	Significant
Impact	0.373 Low correlation	0.000**	Significant

**Significant @ 0.01

As table 8 presents the relationship between the teachers' level of workplace empowerment (psychological) and level of teaching performance in terms of meaning, competence, self-determination and impact obtained an r of 0.217, 0.388, 0.336 and 0.373, respectively, with a p -values that ranges from 0.000-0.001 which is lower than the significance level of 0.01. Therefore, the relationship among the indicators was significant and the correlation among these indicators was low. This suggested that the higher the teachers' level of workplace empowerment (psychological), the higher the teachers' level of teaching performance. This further implied that the teachers' workplace empowerment in terms of psychological affected the level of teaching performance of the teachers.

Table 9

Relationship between the Teachers' Level of Workplace Empowerment (Relational) and Level of Teaching Performance

Workplace empowerment (Relational)	Pearson r	p -value	Interpretation
Organizational vision, mission	0.208 Low correlation	0.000**	Significant
Sharing updated information	0.389 Low correlation	0.000**	Significant
Delegation	0.294 Low correlation	0.000**	Significant
Performance management system	0.406 Moderate correlation	0.000**	Significant
Reward system	0.373 Low correlation	0.000**	Significant

**Significant @ 0.01

As reflected in Table 9, there was a correlation between the teachers' level of workplace empowerment (relational) and their level of teaching performance in terms of organization vision, mission, sharing updated information, delegation, performance management system, and reward system gained a r of 0.208, 0.389, 0.294, 0.406 and 0.373, respectively. The p -values for these correlations was 0.000, which was less than the significance level of 0.01. As a result, there was a significant relationship between the indicators, and there was low association. These results showed that the higher the teachers' level of workplace empowerment (Relational), the higher the teachers' level of teaching performance. This implied that when teachers were empowered (relational) one of the great motivational aspects was to enhance the commitment as well as their teaching performance.

Table 10

Relationship between the Teachers' Level of Job Satisfaction and Level of Teaching Performance

Job Satisfaction	Pearson r	p-value	Interpretation
Compensation	0.357 Low correlation	0.000**	Significant
Power	0.357 Low correlation	0.000**	Significant
Benefits	0.438 Moderate correlation	0.000**	Significant
Professional Growth	0.474 Moderate correlation	0.000**	Significant

**Significant @ 0.01

As seen in Table 10, the relationship between the teachers' level of job satisfaction (compensation, power, benefits and professional growth) and level of teaching performance has a r of 0.357, 0.357, 0.438, and 0.474, respectively, with p-values of 0.000, which is less than the significance level of 0.01. As a result, there was a significant relationship between the indicators and a low to moderate correlation was seen. The findings revealed that the higher the teachers' level of job satisfaction, the higher the teachers' level of teaching performance.

This implied that when teachers are empowered in relational domain such as organizational vision & mission, the policies and guidelines are all stipulated in the DepEd manual, sharing updated information such as allowing teachers to have multiple, free and open communication through websites and learning research management development system portal, delegation which includes the greater autonomy, performance management system, the provision of training and developmental opportunities to expand more knowledge in area of specialization and above all the reward system which is part of the appropriately recognized contribution in the school's progress and development.

Table 11

Multiple Regression between the Level of Workplace Empowerment and Level of Job Satisfaction, taken singly or in combination with, of Teachers' Level of Teaching Performance

Predictor	Dependent Variable	R ²	F	p-value	β	t	p-value
Meaning	Teachers' level of teaching performance	0.366	9.464	0.000	0.281	2.282	0.023*
Benefits					0.243	2.217	0.028*
Professional growth					0.335	3.118	0.002*

*Significant @ 0.05

As presented in Table 12, there was a multiple regression between the level of workplace empowerment and level of teaching performance, taken singly or in combination with, of teachers' level of teaching performance in terms of meaning, benefits, and professional

growth. A value of 0.000 indicated a high level of prediction of the dependent variable (teachers' level of teaching performance). The obtained R^2 of 0.366 showed that independent variables level of workplace empowerment (meaning) explained the variability of the dependent variable level of job satisfaction (benefits, professional growth). Furthermore, the ANOVA showed that the independent variable workplace empowerment significantly predicted the dependent variable teachers' level of teaching performance with an F-value of 9.464 and a probability of 0.000 which was less than the 0.05 significance level. This implied that the independence variable workplace empowerment (meaning, benefits, and professional growth) were the drivers of teachers' teaching performance. In addition, teachers' level of teaching performance was significant to meaning, benefits, and professional growth with a p-value of 0.023, 0.028, and 0.002, respectively.

Based on the results, in terms of workplace empowerment only meaning was correlated to teachers' level of teaching performance. While in terms of job satisfaction, benefits and professional growth was correlated to teachers' level of teaching performance. It implied that these predictors were highly contributors to the teachers of teaching performance.

IV. Conclusion and Recommendation

The teachers' level of workplace empowerment in terms psychological unveiled that teachers were highly empowered in their workplace with regard to psychological domain. It implied that the teachers appreciated the nature of their work, they knew how to handle their job using their skills, abilities, and capabilities, and made a good contribution to their department.

When it came to the teachers' level of workplace empowerment in terms relational, it showed that in general, teachers were highly empowered along relational domain of workplace. It implied that the teachers' level of workplace empowerment in relational had highly empowered. This suggested that the teacher's empowerment was a helpful motivational force that guided their attitude toward professional loyalty, faith and passion for organizational mission and visions that increased teachers' commitment.

The composite table of the teachers' level of workplace empowerment disclosed that teachers were highly empowered in their workplace with regard to psychological and relational domains. It only implied that teachers that were psychologically empowered displays self-assurance and feelings of empowerment promotes reliable strong work-commitments, shapes the organizational system, and encourages employees to put forth significant efforts in a way which promotes the organizations' success.

All in all, in terms of the teachers' level of job satisfaction, teachers were very satisfied in their job. It suggested that that the teachers who were motivated at work were more likely to stay in their positions, and this involved meeting their "professional growth" if they pursue their graduate education program for professional growth and development. Moreover, receive compensation in return for their contribution to organizational services since money alone makes people more motivated. When teachers were suitably rewarded for their productivity gains, performance-based compensation will boost teacher motivation.

Taking into account the teachers' level of teaching performance, it revealed that they have an outstanding level of teaching performance. This implied that a safe learning environment is where there is no threat of emotional or psychological harm, allowing students to take risks in exploring difficult issues and expressing themselves honestly. Learning environment that allows all students to participate and solve issues that are difficult for them. In addition, although some school staff had access to information that could help inform

common and general policy statements or academic achievement, it was increasingly recognized that schools need to focus on the development of the whole student.

In terms of the relationship between meaning and benefits, meaning and professional growth, and meaning and power, no significant relationship was observed. Meanwhile, when it comes to competence and job satisfaction in terms of compensation, power benefits and professional growth, it signified a relationship among the indicators and correlation among them was low. When it comes to self-determination and job satisfaction in terms of compensation, power benefits and professional growth, it denoted a relationship among the indicators, and the correlation among these relationships was very low. There was also a relationship between impact and job satisfaction in terms of compensation, power, benefits, professional growth and the correlation among them was low except for impact and power which was moderate.

Overall, the relationship between the teachers' level of workplace empowerment in terms of psychological and level of job satisfaction revealed that the higher the teachers' level of workplace empowerment (psychological), the higher the teachers' level of job satisfaction. The result implied that the teachers' level of workplace empowerment (meaning)

When it came to the relationship between the teachers' level of workplace empowerment (relational) and level of job satisfaction showed a significant relationship. It unveiled that the higher the teachers' level of job satisfaction. It also revealed that the teachers would be impacted by organizational commitment, involving in strategic plan, providing teachers and trainers with access to quality professional development, empower through rewarding working conditions have significant effects on job satisfaction. Intrinsic motivation is enhanced by psychological involvement. When teachers are intrinsically committed, they are able to realize their full potential. On top of that, the correlation among organizational vision, mission and job satisfaction were low while for performance management system and job satisfaction, and reward system and job satisfaction had a moderate correlation. On the other hand, among sharing updated information and job satisfaction, delegation, and job satisfaction the correlation was low except for compensation which was moderate.

In terms of the relationship between the teachers' level of workplace empowerment (psychological) and level of teaching performance in terms of meaning, competence, self-determination, and impact revealed that the relationship among the indicators was significant and the correlation among them was low. This suggested that the higher the teachers' level of workplace empowerment (psychological), the higher the teachers' level of teaching performance. This further implied that the teachers' workplace empowerment in terms of psychological affected the level of teaching performance of the teachers.

Talking about the correlation between the teachers' level of workplace empowerment (relational) and their level of teaching performance in terms of organization vision, mission, sharing updated information, delegation, performance management system, and reward system revealed that there was a significant relationship among the indicators, and there was low association.

Meanwhile, the relationship between the teachers' level of workplace empowerment (relational) and level of teaching performance, it disclosed that the higher the teachers' level of workplace empowerment (Relational), the higher the teachers' level of teaching performance. This implied that when teachers are empowered (relational) one of the great motivational aspects is to enhance the commitment as well as their teaching performance.

When it came to the relationship between the teachers' level of job satisfaction (compensation, power, benefits, and professional growth) and level of teaching performance, it disclosed that there was a significant relationship between the indicators and a low to moderate

correlation was seen. These findings revealed that the higher the teachers' level of job satisfaction, the higher the teachers' level of teaching performance.

It was noted that there was a multiple regression between the level of workplace empowerment and level of teaching performance, taken singly or in combination with, of teachers' level of teaching performance in terms of meaning, benefits, and professional growth. Furthermore, the ANOVA showed that the independent variable workplace empowerment significantly predicted the dependent variable teachers' level of teaching performance. This implied that the independence variable workplace empowerment (meaning, benefits, and professional growth) were the drivers of teachers' teaching performance. In addition, teachers' level of teaching performance was significant to meaning, benefits, and professional growth.

In terms of workplace empowerment only meaning was correlated to teachers' level of teaching performance while in terms of job satisfaction, benefits and professional growth was correlated to teachers' level of teaching performance. It implied that these predictors were highly contributors to the teachers of teaching performance.

The following recommendations were made by the researcher based on the following findings.

To the Department of Education, the researcher suggests that they should implement annual assessment towards teachers' satisfaction in their workplace which could be the basis for the trainings and programs.

To administrators, the researcher recommends that they must involve their teachers in strategic plans for the school and support teachers in autonomy to make decisions for accomplishing assigned tasks to contribute to the success of the department. They must also encourage to provide teachers various trainings like career development program such as mentoring and upskilling that will aid in the enhancement of their pedagogy and, in turn, improve their performance as educators. On top of that, they should empower teachers by providing equal opportunities for promotions and professional growth, working conditions, recognitions, and responsibilities.

The researcher recommends that future researchers replicate the investigation considering other variables such as well-being and inclusion.

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