

# Workplace empowerment and learning resources in promoting organizational engagement and commitment

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## Abstract

This study aimed to determine the innovative management and risk management practices in augmenting the organizational performance in public elementary schools. This specifically aimed to answer the innovative management in school as to communication, teamwork and professional development. Also, the perception of the respondents to risk management practices as observed in school as to strategic, flexibility, adaptability and how is the organizational performance be described as to learning outcome, teachers' performance, and school performance. This study utilized a descriptive correlational study to examine the relationship of innovative management and risk management practice in organizational performance, it involved 139 teachers in cluster I and II in the district of Calauan. Since there is a significant relationship between innovative management, risk management and organizational performance of school then the null hypothesis is not sustained. It is proposed that the principal of the school keep promoting open and effective communication to further boost teamwork and cooperation at work to achieve the goal of the organization.

Keywords: Innovative management; risk management practices; organizational performance

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## 1. Introduction

The empowerment concept revolves upon the concept of power. Two factors influence the likelihood of empowerment. First, empowerment necessitates the understanding that power may shift. If power cannot be modified, if it is inherent in positions or people, then true empowerment is not feasible or conceivable. In other words, if power can be transferred, then empowerment is a possibility. Second, the concept of empowerment is based on the notion that power can be developed. This second argument reflects our common experiences with power rather than our perceptions of power. To simplify these ideas, we will first define power.

Power is frequently associated with our ability to coerce people into doing what we want, regardless of their own desires or interests. Power is often treated as a commodity or structure separate from human activity in traditional social science. In this context, power can be regarded as constant or unchanging. Weber goes beyond this constraint by realizing that power exists within the framework of a connection between people or objects. Power does not exist in a vacuum, nor is it inherent in people. Because power is produced in relationships, power and power relationships can alter. Empowerment, on the other hand, becomes a significant term as a change process.

Principals placed a high value on creating a harmonious environment within the school. They accomplished this by engaging in actions characterized in the literature as creating trust and empowerment among their employees. Listening to staff, demonstrating understanding of their issues and concerns, encouraging staff and being interested in them as individuals, being able to be light hearted as well as

serious, dealing with conflict productively, and treating all staff with equal respect and including them as an organization were examples of these behaviours.

Principals play a crucial role in their organizations, as well as in their colleagues and communities, during a pandemic. They've taken on additional responsibilities as community caregivers, staff champions, and resource connectors. Principals play an important role in the school community. It will be largely up to them to establish learning priorities, promote instructional improvements, sustain and rebuild school cultures and infrastructures, and discover strategies to address systematic imbalances. This will undoubtedly be one of the most difficult school leadership problems of our time. They will act like a ship's captain, steering the ship's crew in the appropriate path in order to motivate and inspire them.

In order to keep up with continuously changing guidelines and situations, school leaders are expected to be more flexible in managing school resources during the COVID-19 crisis. School principals serve as the link between educational authorities, instructors, students, and communities. The entire system fails when the heart fails, just like it does in our own bodies. School administrators have been under immense pressure to put together a pandemic response to education. They demand more time and energy than ever before in times of crisis to focus on the immediate difficulties. This could be accomplished by modifying administrative responsibilities for school principals temporarily or paying them for the additional volume of work. During challenging times, it is crucial that school leaders are encouraged, supported, and rewarded for their work, as they play an important role in ensuring that learning continues, even when done remotely.

## **2. Literature Review**

### **2.1 On Workplace Empowerment**

Workplace empowerment, consists of Social Structure Empowerment, which provides the underlying atmosphere of empowerment, as well as psychological empowerment related to people's cognitive processes. Overall empowerment is aided by psychological empowerment. The most important component in driving psychological empowerment is the role of leadership. Although research has shown that transformational leadership has a significant impact on workplace behavioral results, few studies have looked at attitudinal outcomes like psychological empowerment. (Vasquez, 2021)

There have been few studies on teacher empowerment and its relationship to different organizational behaviors of teachers in private schools. It is therefore critical to promote teacher empowerment and organizational behavior among teachers in private schools such as Catholic Educational Institutions. In fact, there are many differences between private and public schools in the Philippines, such as lower pay for private school teachers compared to public school teachers, poor work benefits, and no security of tenure despite existing labor laws and regulations in private schools (Sambalud, 2014)

### **2.2 On Academic Resources**

Employees are often absorbed in their work and believe that time flies when they are working. They also feel quite joyful when they are working intently. It is generally difficult to divorce people from their jobs, and they frequently become engrossed in their work. Employees that are completely immersed in their profession demonstrate that they have fully dedicated their time and space to the well-being of their clientele. They attempted to manage their time properly and efficiently by acting as proactive members of the company who are willing to take action. (Laguador, 2014)

Teacher effectiveness is influenced by instructional resources, which include availability, adequacy, and relevance, frequency of usage, and teacher attitudes about instructional resources. There is a link between teacher effectiveness and elements of instructional resources (availability, adequacy, relevance, frequency of usage, and attitude toward instructional resources). Effective teaching is based on a combination of interdependent elements such as the ability to select, timing during use, proficiency, and ability to judge durability and safety, attractiveness, visibility, and improvisation skills. (Ottieno, 2021)

### 2.3 On Organizational Commitment

Organizational commitment is one of the most explored institutional behaviors studied in organs and organizations for a long time. However, notions have value and meaning inconsistencies. It refers to employees' perceptions of themselves as members of the institution, as well as their perceptions of themselves as an immutable part of the institution. Affective commitment refers to a psychological relationship with the organization, which includes organizational recognition (i.e., corporate prestige, integration of its objectives, and acceptance of its core values) and willingness to assist the organization. (Jameel et al, 2020).

Organizational commitment, professional commitment, organizational citizenship behavior, supervisory support, and job involvement are some dimensions of empowerment. As a result, teacher empowerment can lead to positive organizational behavior and, in the long run, play a significant role in organizational success and stability. The majority of studies on teacher empowerment are conducted in public and government-owned schools, particularly in developing countries such as the Philippines (Aydin, 2013).

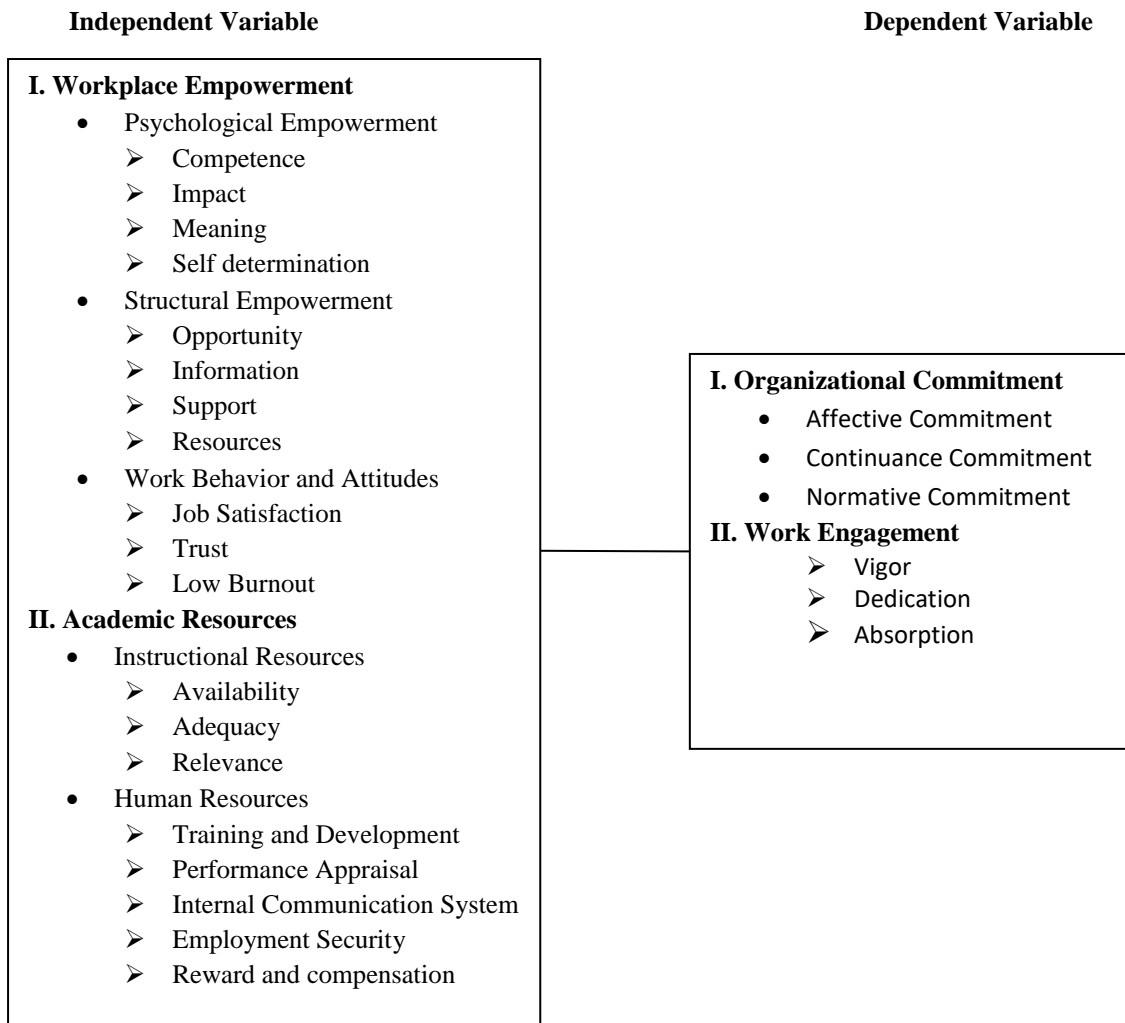
### 2.4 On Work Engagement

Employee engagement is essential for each and every industry and is a technique that is widely employed nowadays. They also stressed that it is critical for an institution that wants to keep its prized personnel. Some researchers quoted in their study that engaged employees are enthusiastic about their work. Employees who are passionate about their work are more likely to be excited, productive, and enthusiastic about their employment. They are more focused, using all of their energy, and putting their hearts and souls into the jobs they are given. Employees that are completely immersed in their work will consistently exceed the administration's expectations. (Mohod and Ikbali, 2018)

Engaged employees have an energetic and effective connection with their work activities and regard themselves as capable of coping with the challenges of their employment. Work engagement, according to the researcher, is defined as an employee's commitment to their career, which includes their hard work, devotion to the administration, and self-confidence. A highly engaged employee is in a favorable emotional and motivational condition when they begin work, ready to devote oneself at any time, and has a pleasant, proud, and encouraging work experience. The employee-employer connection is described as one that lends itself to reciprocity, with a request for return resulting in a win-win situation for both parties, regardless of who receives preferential treatment. As a result, the person who receives something valuable will feel obligated to return it to the other party. (Sun, 2019)

### 2.5 Conceptual Framework

The figure above explains how the research flows. The independent variable box shows the workplace empowerment in terms of psychological empowerment, structural empowerment and work behaviors and attitudes. Also, this includes the academic resources as to instructional resources and human resources. In addition, dependent variables encompass the organizational commitment in terms of affective, continuance and normative commitment; it also includes the work engagement as to vigor dedication and absorption.



**Figure 1: Research Paradigm**

### 3. Hypotheses

The following hypotheses were posited in the study:

H1. The workplace empowerment is not significantly related to organizational performance.

H2. The academic resources are not significantly related to organizational performance.

### 4. Methodology

The researcher used a descriptive correlational method was used to identify and describe the factors that affect the organization commitment. The correlation design was used to know whether there is a relationship of workplace empowerment with work engagement and commitment; whether academic resources are significantly related to organizational performance in terms of commitment and work engagement.

The researcher prepared a permission letter addressed to the office of the District Supervisor of Calauan District purposely for the conduct of the study. A permission letter was also sent to the school heads in Clusters 1 and 2 of Calauan District informing them of the researcher's desire in gathering research data. The researcher then conducted her study by following the subsequent step: sending the link of the questionnaire via google form to the respondents with the help of the school heads.

After the collection of data, the researcher sorted out the data for statistical analysis. Confidentiality of information was assured to the respondents. The researcher used average and percentages in analysing descriptive data. Pearson Moment Correlation Coefficient was used to identify the significant relationship difference between variables at 0.01 level.

## 5. Result

### 5.1 Testing of Hypotheses

Table 1 Test of correlation between workplace empowerment to organizational performance as to organizational commitment and work engagement.

Work Place Empowerment	I. ORGANIZATIONAL COMMITMENT			II. WORK ENGAGEMENT		
	Affective	Continuance	Normative	Vigor	Dedication	Absorption
<b>A. Psychological Empowerment</b>						
Competence	.511**	.320**	.523**	.690**	.631**	.561**
Impact	.556**	.407**	.601**	.696**	.668**	.629**
Meaning	.538**	.341**	.561**	.677**	.666**	.621**
Self Determination	.518**	.354**	.585**	.674**	.642**	.631**
<b>B. Structural Empowerment</b>						
Opportunity	.455**	.284**	.520**	.649**	.602**	.527**
Information	.548**	.330**	.580**	.713**	.672**	.596**
Support	.600**	.411**	.624**	.695**	.660**	.595**
Resources	.696**	.517**	.706**	.753**	.646**	.582**
CCLI	0.068	0.104	0.119	0.079	0.067	0.092
<b>C. Work, Behavior and Attitude</b>						
Job Satisfaction	.581**	.351**	.563**	.715**	.660**	.595**
Trust	.671**	.462**	.629**	.756**	.704**	.597**
Low Burnout	.704**	.563**	.742**	.824**	.791**	.757**

\*\* . Correlation is significant at the 0.01 level (2-tailed). +1.0 Perfect +/- association, +0.8 to 1.0 very strong +/- association, +0.6 to 0.8 strong +/- association, +0.4 to 0.6 moderate +/- association, +0.2 to 0.4 weak +/- association, 0.0 to +0.2 very weak +/- or no association.

It is found out that psychological and structural empowerment, and the respondents work, behavior and attitude is related to affective, continuance, and normative commitment. This implies that teacher's psychological empowerment in terms of organizational commitment is highly evident. Teachers felt that they belonged in the teaching community makes them stay and give their full capacity to teach the young entrusted to their care. Teachers cognitive state is driven based on the strength of relationship they had with their colleagues. This table shows that teachers of Calauan District especially Cluster 1 and 2 really felt that the

administration really cared for them as well as they are belonged in the organization. This implies that the school principal may continue to have an open communication and make a harmonious relationship with their teachers. One of the reasons that they were committed is that teachers make their learners as inspiration to do well and it is also served as a motivation for them to teach effectively.

Table 2 Test of Correlation between Academic Resources to Organizational performance as to Organizational commitment and Work engagement

ACADEMIC RESOURCE S	I.ORGANIZATIONAL COMMITMENT			II.WORK ENGAGEMENT		
	Affective	Continuance	Normative	Vigor	Dedication	Absorption
<b>A. Instructional Resources</b>						
Availability	.683**	.553**	.658**	.661**	.561**	.528**
Adequacy	.707**	.632**	.694**	.675**	.578**	.539**
Relevance	.684**	.460**	.667**	.767**	.742**	.618**
<b>B. Human Resources</b>						
Training & Devt.	.622**	.394**	.619**	.752**	.757**	.679**
Performance Appraisal	.652**	.543**	.720**	.698**	.660**	.598**
ICS	.733**	.499**	.716**	.811**	.749**	.639**
Employment Security	.706**	.512**	.721**	.772**	.756**	.652**
Reward & Compensation	.670**	.562**	.736**	.729**	.668**	.533**

\*\* . Correlation is significant at the 0.01 level (2-tailed). +1.0 Perfect +/- association, +0.8 to 1.0 very strong +/- association, +0.6 to 0.8 strong +/- association, +0.4 to 0.6 moderate +/- association, +0.2 to 0.4 weak +/- association, 0.0 to +0.2 very weak +/- or no association.

It is found out that instructional and human resources are related to affective, continuance, and normative commitment. This table shows teacher's effectiveness is influenced by instructional resources, which includes availability, adequacy, and relevance, and teachers attitudes. It is one aspect of teacher education that receives a significant effect to the students. In addition, teachers are the most valuable asset and in education process. They give their skills, knowledge, and talents to teach the young people. Facing different challenges or situations cannot hinder they passion to provide quality education. Public grade elementary teachers were proved that even if how many paper works that they do, they take it positively and think that this is one way of helping them to showcase their skills. Teachers also contribute instructional resources in the district to help their colleagues to teach the young learners in this time of distance learning.

Teachers in the Calauan District were given a variety of instructional materials to utilize in their classrooms. They are the one who made the other localized instructional material that will suit to their learners and will help their learners understand easily the topic that they were discussing. Teachers also participated in workshops and training to create such instructional materials; some of them are members of the Learning

Resources group, and they are the ones who wrote some topic in the Self Learning Modules of the Division of Laguna. This demonstrates that teachers are fully involved with their work and satisfied with what they are doing.

## 6. Discussion

Teachers of the Calauan district Cluster 1 and 2 are really engaged with their profession. They always want to give the best of them to provide a quality education to the young citizen of our nation. Even if there are some challenging times in their chosen field especially amidst pandemic, they still choose to be happy, content and engaged with it. Teacher's effectiveness is influenced by instructional resources, which includes availability, adequacy, and relevance, and teachers attitudes. It is one aspect of teacher education that receives a significant effect to the students. In addition, teachers are the most valuable asset and in education process. They give their skills, knowledge, and talents to teach the young people. Facing different challenges or situations cannot hinder they passion to provide quality education.

## 7. Conclusion

Based on the findings of the study, the following conclusion was formulated:

1. The hypothesis stating that the workplace empowerment is not significantly related to organizational performance was not supported by the findings of the study when the test correlation was made and therefore was not sustained.
2. The test correlation between academic resources show positive significant relationship to teacher's organizational performance, therefore the null hypothesis stating that there is no significant relationship in the above mentioned variables is not supported by evidence and therefore not sustained.

## 8. Recommendation

Based on the findings and conclusions presented, the researcher has arrived at the following recommendations:

1. It is suggested that the administration may continue to give trainings and opportunities through seminars and workshops to be more knowledgeable, innovative and boost their performance as a teacher.
2. Teachers may continue their open communication to strengthen their relationship with their colleagues and to foster a harmonious connection that will leads to a higher commitment within their organization.
3. Teachers may be supported financially by providing them the necessary needs that will expand the quality of their work as well as their attitude towards their profession.
4. Future researchers may pursue parallel studies with more respondents and consideration to explore other aspects of variables that were not included in the study and to continue validating the relationship between workplace empowerment and learning resources in promoting organizational commitment and engagement.

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