

School Leaders Empowering and Risk-Taking Behavior Toward Work Commitment and Job Satisfaction of Public Elementary School Teachers

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Abstract

A key component of exceptional leadership is empowering people to achieve a common goal. This study focused on school leaders empowering behavior mediated by risk-taking behavior toward teachers' work commitment and job satisfaction. The study utilized a descriptive-correlational design with the researcher-made online survey questionnaire as the primary instrument in gathering the data needed. The study's respondents are the 135 elementary school teachers of Dolores District, Dolores, Quezon. The data analysis revealed that school leaders' empowering behaviors were significantly related to risk-taking, teachers' work commitment, and job satisfaction. Likewise, risk-taking behavior was significantly associated with teachers' work commitment and job satisfaction. Furthermore, the mediation analysis of risk-taking behavior to the relationship between school leaders' empowering behavior and the teachers' work commitment revealed that risk-taking behavior partially mediated the relationship between empowering behavior and teachers' work commitment. On the other hand, based on the mediation analysis of risk-taking behavior to the relationship between school leaders' empowering behavior and the teachers' job satisfaction, it was revealed that risk-taking behavior does not mediate the relationship between empowering behavior and teachers' job satisfaction. This demonstrates that leaders' empowering and risk-taking behavior positively impact employees' commitment and job satisfaction, leading to organizational change and long-term achievement. The study recommends further testing to examine additional factors mediating the connection between empowering behavior and teachers' work commitment and job satisfaction and creatively project alternative models to investigate.

Keywords: Empowering Behavior; Risk-Taking Behavior; Work Commitment; Job Satisfaction

1. Introduction

Coping with the new normal in education is a significant challenge for everyone, particularly school leaders, whose function is to manage the school successfully and establish rapport with colleagues in the face of such a challenge. Teachers must feel the support of their school heads. Their attitudes and support in confronting and dealing with today's reality significantly impact teachers. Because teachers are considered the backbone of educational activity, developing strong relationships and promoting support for teachers is critical to achieving the school's desired goals and objectives. Creating a harmonious relationship begins with the school leaders demonstrating care and concern for the teachers.

Success in education stems from a variety of factors. One of these aspects is strong leadership, which is essential in any organization. According to Bass (2019), the essential role of leadership is to motivate others, think about partners, and work together to achieve goals. Outstanding leadership involves empowering others to act to achieve a common goal. Empowering leadership is essential for a school to achieve its goals and objectives for students, teachers, and administration.

Teachers are crucial to school improvement and long-term academic success, as Wan et al. (2020) stated. In recent years, there has been an upsurge in study interest in the value of empowering teachers in school reform attempts to impact good change at both the classroom and school levels. Academics and professionals have noted that using teacher empowerment as a management method could promote teacher responsibility by enhancing their professional independence and authority, allowing them to apply their professional expertise and judgment more effectively in their job duties. Therefore, empowered teachers are more likely to be committed to their job. As a result, they would be more productive, resulting in a satisfying learning experience for everyone.

Leaders' duties have risen in today's highly competitive and ever-changing workplace. As a result, leadership styles have shifted towards being more responsible and people-centered, emphasizing employee well-being, as Sharma et al. (2015) stated.

Furthermore, whenever school administrators support teachers, it develops employee engagement in terms of a teachers' sense of purpose, competence, autonomy, and influence, all of which are required for teachers to feel more engaged and dedicated to their profession (Lee & Nie, 2013).

In today's incredibly challenging and cognitively demanding world, organizations continually refine their strategies to become more effective and productive. According to Amundsen and Martinsen (2014), enhanced worker efficiency and behaviors related to organizational citizenship are two of the unique ways that human capital predicts positive organizational results.

Moreover, this is held in schools as well. Teachers are essential to the achievement of any educational institution, particularly when it comes to providing excellent education and instruction to its primary client: pupils. Furthermore, various studies have revealed that teachers are among every educational institution's most influential human resources (Omebe, 2014).

Teachers are considered nation builders since the strength of every profession in every country is drawn from the knowledge and talents that teachers instill in children and students (Duncan, 2016). Additionally, a school system's quality is defined by the quality of its instructors (Acquaah, 2004). Teachers have an impact on how educational institutions grow. Together with the school administration, they promote competitiveness, excellence, and productive learning environments. Therefore, the elements which affect their work commitment and sense of fulfillment are crucial.

With the tasks above and the obligations of teachers, they must be empowered. Therefore, the significance of teacher empowerment in education must be considered (Calibayan, 2015). Fundamentally, leaders' success or failure will be determined by their ability to convey the overall goal and mission of the organization and drive individuals in their relationships to attain those goals. Leaders' professional abilities are enhanced by their capacity to role model positive traits that will aid them in training people to perform productively. This is also seen in their capacity to react to personnel with a positive attitude and push them to enhance their technique. The capacity to apply new information, satisfy performance objectives, and effectively manage people reveals a leader's ability (Donaldson et al., 2007).

Thus, this study aims to establish a link between school leaders' empowering behavior and teachers' work commitment and job satisfaction and the mediating function of school leaders' risk-taking behavior in this relationship. Furthermore, it emphasizes how crucial it is for educational leaders to know how to use their influence and empowering behavior to empower teachers to have better and more effective management, creating a satisfying learning environment.

1.1 Theoretical Framework

The following sources were used to give an anchor and support for the current investigation:

The most well-known job satisfaction model, the Two-Factor Theory by Frederick Herzberg (Stello 2011), aims to explain motivation and job satisfaction in the workplace. It is also referred to as Motivator Hygiene Theory. According to this theory, contentment and dissatisfaction are caused by various causes, namely motivation and hygiene. The job satisfaction of a subordinate is consistently correlated with an employee's drive to work. The elements of a job that motivate employees and give them a sense of fulfillment include work accomplishment, acknowledgment, and promotion opportunities. These motivating factors are considered intrinsic to or for carrying out the job. A worker's motivation to work is regularly connected with their job satisfaction. Work success, recognition, and advancement chances are aspects of a profession that inspire employees while providing them with a feeling of contentment. These driving forces are considered inherent in or necessary for the work. Workplace elements, including compensation, policies, supervisory procedures, and working circumstances, are considered hygiene considerations. Hygiene factors include working environment aspects such as pay, policies, supervisory practices, and working conditions. Another well-known theory of job satisfaction is the dispositional hypothesis. According to a broad theory, people have innate inclinations for a specific amount of fulfillment regardless of their line of work. This approach has emerged as a key theory explaining job satisfaction, given the data that it tends to be stable throughout time and across professions and occupations.

1.2 Conceptual Framework

The study was conceptually guided by the paradigm, which focuses on the school leaders empowering behavior mediated by risk behavior toward teachers' work commitment and job satisfaction. The basis of the research paradigm is the theories and concepts presented above. The theories led to the formulation of the current study.

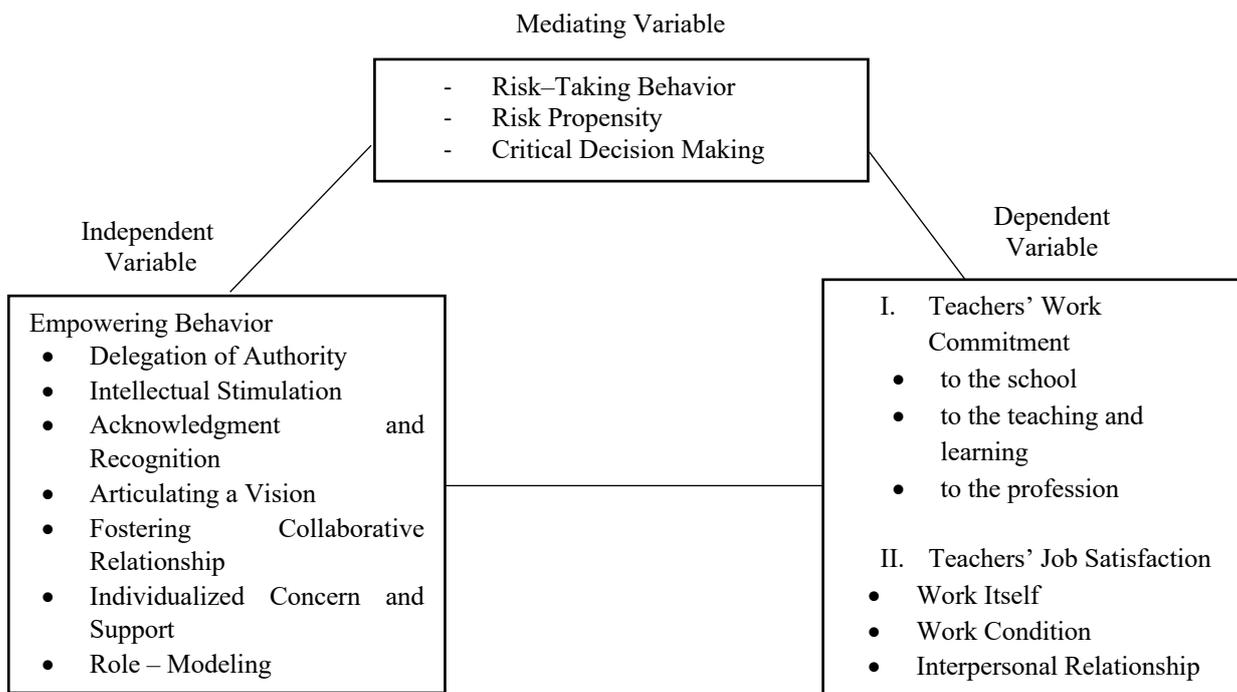


Figure 1. Research Paradigm

1.3. Statement of the Problem

The focus of the study is to describe the school leaders empowering behavior and risk behavior toward teachers' work commitment and job satisfaction.

This study aims to determine and answer the following:

- 1 What is the perception of the respondents towards the school leaders' empowering behavior with regards to:
 - 1.1 Delegation of Authority;
 - 1.2 Intellectual Stimulation;
 - 1.3 Acknowledgment and Recognition;
 - 1.4 Articulating a Vision;
 - 1.5 Fostering Collaborative Relationships;
 - 1.6 Individualized Concern and Support, and
 - 1.7 Role – Modeling?
- 2 How do the respondents perceive the school leaders' risk-taking behavior:
 - 2.1 Risk Propensity;
 - 2.2 Critical Decision Making?
- 3 What is the perceived degree of teachers' work commitment with regard to:
 - 3.1 Commitment to the school;
 - 3.2 Commitment to teaching and learning, and
 - 3.3 Commitment to the profession?
- 4 How is the degree of teachers' job satisfaction be described with regards to:
 3. 1 Work Itself;
 3. 2 Work Conditions; and
 3. 3 Interpersonal Relationships?
5. Is there a significant relationship between school leaders empowering behavior and the:
 - 5.1. risk-taking behavior;
 - 5.2. Teachers' work commitment; and
 - 5.3. Teachers' job satisfaction?
6. Is there a significant relationship between risk-taking behavior and the
 - 6.1. Teachers' work commitment; and
 - 6.2. Teachers' job satisfaction?
7. is the risk-taking behavior of the school head significantly mediating the relationship between school leaders empowering behavior and the:
 - 7.1. Teachers' work commitment; and
 - 7.2. Teachers' job satisfaction?

Research Hypotheses

The following are the hypotheses of the study:

- 1 There is no significant relationship between leaders empowering behavior and risk-taking behavior, teachers' work commitment, and job satisfaction.
- 2 The risk-taking behavior does not significantly mediate the relationship between a teacher's work commitment and job satisfaction.
- 3 The risk-taking behavior does not significantly mediate the relationship between school leader's empowering behavior: teachers' work commitment; and teacher's job satisfaction.

2. Literature Review

2.1 Empowering Behavior

Shifting away from a traditional hierarchical organizational structure by giving employees more autonomy and decision-making authority, increasing their responsibility, self-efficacy, and risk-taking behaviors, and ultimately leading to performance improvements (Kim & Yun, 2015) is what empowerment leadership entails.

School leadership is widely recognized as an essential study field in educational administration and management (Dimmock & Tan, 2013). Although current school leadership research has discovered several effective school leadership styles, such as transformational leadership, instructional leadership, authentic leadership, servant leadership, and distributed leadership (Shatzer et al., 2014), a large number of research studies did not clarify what components in these different school leadership styles or practices are 'empowering.' As a result, it needs to be clarified which specific school leadership behaviors are empowering.

Yukl (2012) states that leadership is an influencing process shown through the leader's behaviors while interacting with followers. Therefore, during this stage, followers' feelings of empowerment due to the leader's actions may be an essential psychological mechanism underpinning the empowerment process. That is, the success of empowerment heavily relies on followers' views of the genuineness of their leaders' empowering actions in affecting followers' psychological empowerment (Zhu et al. 2004).

Empowering leadership behavior is delegating authority and responsibility to workers, encouraging their participation in decision-making, enlightening them about organizational procedures, and providing them with a professional development roadmap. According to research on instructors' job motivation, engagement in the decision-making process, autonomy, and supervision from college administration all influence teachers' work motivation (Wang et al., 2019).

Jung et al. (2020) observed that empowered leadership was associated with organizational transformation commitment in a good way. The results also demonstrated that risk-taking behavior positively moderated the association between empowering leadership and workers' commitment to organizational change. More crucially, it demonstrated that when task complexity was high, the indirect effect of empowered leadership on organizational transformation commitment through risk-taking behavior was more significant. The discovery of a relationship between empowering leadership and workers' commitment to organizational transformation through the mediating role of risk-taking behavior and the mediated moderating function of task complexity has theoretical and practical consequences.

Empowering leaders guarantees that employees receive individual and organizational support, significantly adding to mutual connections between management and staff and organizational success, according to Horoub & Zarga (2022).

2.2 Risk-Taking Behavior

Risk-taking behavior was characterized by Dewett (2006) as an individual's desire and conduct to participate in potential risks while at work in order to achieve beneficial results for organizations, notwithstanding the probability of poor personal outcomes.

The chance of loss or the degree of uncertainty in which activities may not be carried out as intended is characterized as risk. In today's world, risk is inherent and prevalent in many fields, including business, healthcare, and education. Individuals respond differently to risk, resulting in different consequences. Risk-taking conduct refers to an individual's willingness to openly take possible risks for a desirable end in an environment where unfavorable consequences are anticipated. Thus, how risk is handled and the level of risk-taking behavior can influence administrative actions. According to Dewett (2006), risk-taking behavior may differ depending on the executive leadership style of the firm.

2.3 Commitment

Altun (2017) approaches the notion of commitment from an educational standpoint. He emphasizes that teacher dedication has been seen as a love for the job. Passion is key to good learning and teaching. According to Mart (2013), enthusiastic instructors are characterized by their dedication to their students' success. Given this definition of "commitment," it is reasonable to conclude that commitment means devoting oneself to an activity or job. It might be a physical or mental effort; nonetheless, it involves mental preparation to do the activity. In this sense, when we speak of a devoted teacher, we mean that she or he is physically and spiritually prepared to do the act of teacher educator's driving force in his or her soul is full, pushing him or her to take the necessary actions necessary. The focus here is on the devoted teacher as an educator's mission, desire, excitement, and devotion.

Teachers' commitment is another important aspect that improves school performance (Bogler & Berkovich, 2020). Given that higher teacher commitment results in extra effort to achieve school vision and goals, it is an essential antecedent of the success of educational reforms and school effectiveness; therefore, it is important to identify the factors contributing to teachers' commitment (Selamat et al., 2013). According to the research, one of the most successful strategies to increase teachers' commitment is to empower them (Muhammad & Hussain Ch., 2020). Thus, Bogler and Somech (2004) discovered that empowered teachers have greater organizational commitment, implying that empowering leadership will likely result in more committed teachers. In addition to being a result of empowered leadership, organizational commitment predicts success (Mailool et al., 2020), on which schools primarily depend to accomplish their objectives. Given the significance of these three factors as aspects of school effectiveness, greater research into their linkages is required.

2.4 Job Satisfaction

In traditional educational institutions, principals are vital in growing teachers' job satisfaction and organizational dedication. Furthermore, preceding research on teachers' job satisfaction has found that the loss of robust management competencies negatively impacts teachers' job satisfaction (Bogler, 2001). In this context, Tesfaw (2014) shows that principals must reveal suitable management competencies to grow teachers' organizational dedication and the student's educational performance.

As defined by Siburian (2013), job satisfaction is a person's mindset toward work that expresses a feeling of fulfillment. In addition, job satisfaction is directly tied to a feeling of fairness, which is a value that defines how much fairness a person sees while working.

Job satisfaction may be characterized as a feeling of accomplishment and success among employees. It is often assumed that it is closely associated with productivity, professional performance, and personal well-being. Job satisfaction is performing work that one enjoys, doing it effectively, and being rewarded for one's efforts (Aziri, 2011). People might also have diverse approaches to other areas of their employment, such as work, coworkers, superiors, or subordinates, and compensation (George & Jone 2008). Different motivational and leadership styles may affect each employee differently, resulting in improved work performance and job satisfaction. Therefore, job satisfaction is important and pushes people to attain greater achievements (Raziq & Maulabakhsha, 2015).

3. Methodology

3.1 Research Design

The study employed the descriptive and correlational research method in determining the relationship between school leaders' empowering and risk-taking behavior and teachers' work commitment and job satisfaction. This method measures two or more relevant variables and an evaluation of the relationship between variables. It aids in identifying and determining the current conditions regarding school leaders'

empowering and risk-taking behavior to teachers' work commitment and job satisfaction among elementary school teachers in the District of Dolores, Division of Quezon.

3.2 Respondents of the Study

This study included one hundred thirty-five (135) elementary teaching personnel from Dolores District, Division of Quezon, for the school year 2022-2023. The participants are suitable for this study since they are regular permanent teachers with an immediate school head. In addition, they can provide feedback on the school head's empowering and risk-taking behavior.

3.3 Research Instrument

The researcher's primary data collection tool was an online survey questionnaire created by the researcher. The questionnaire was used to characterize the respondents' profiles and other data required for the investigation. The researcher adapted and modified three validated research instruments for this study: the School Leader Empowering Behavior Scale (SLEB); risk-taking behavior eight items developed by Dewett (2006); and the Teachers Job Commitment Questionnaire for Teachers (TJCQT) (Meyer et al., 2002). The seven-factor SLEB scale established by Lee and Nie (2013) was used to assess teachers' perceptions of their principal's empowering behavior. The current study employed all 21 items from the 7-factor scale. The 21-item measure is divided into seven dimensions: delegation of authority, intellectual stimulation, appreciation and recognition, vision articulation, pooled connections, customized concern and support, and role modeling. The response scale was a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.4 Implementation

The researcher requested approval to conduct the study in a letter to the division superintendent. The study was carried out after receiving consent from the Division Superintendent, District Supervisor, and School Head of the relevant school. The researcher distributed an online survey form to the school administrators. Respondents received the URL from the school administrators. The survey's respondents received adequate time to complete it.

3.5 Ethical Consideration

The researcher ensured that the study participant's confidentiality was maintained. The identities of the respondents were not disclosed in the research. The study information gathered through the online survey was treated with absolute confidentiality.

3.6 Data Analysis

The study utilized the following statistical techniques: mean, standard deviations, Pearson Product – Moment Correlation, and mediation analysis.

To examine the perception of the respondents on their school leaders' empowering and risk-taking behavior, teachers' work commitment and job satisfaction, mean, and standard deviation was used. Furthermore, Pearson Product- Moment Correlation Coefficient was used to prove the two hypotheses set in the study whether the school leaders' empowering and risk-taking behavior affect the work commitment and job satisfaction of teachers. Finally, the study also used mediation analysis to answer whether risk-taking behavior significantly mediates the relationship between empowering behavior and work commitment, the same with job satisfaction

4. Results and Discussion

4.1 On Leaders Empowering Behavior

Table 1
Summary Table on School Leaders' Empowering Behavior

Subscales	Mean	SD	VI
Delegation of Authority	4.28	0.65	Practiced
Intellectual Stimulation	4.11	0.68	Practiced
Acknowledgment and Recognition	4.00	0.80	Practiced
Articulating a Vision	4.20	0.65	Practiced
Fostering Collaborative Relationship	4.22	0.67	Practiced
Individualized Concern and Support	4.22	0.67	Practiced
Role – Modeling	4.18	0.67	Practiced
Overall	4.17	0.68	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, 1.00-1.49 Not Practiced

It is presented in Table 1 that school leaders were observed to practice empowering behavior with an overall mean of 4.17. The table presents the respondent's perceived practice of school leaders empowering behavior regarding delegation of authority. It is evident that the respondents perceived it as practiced by the school heads with an overall mean of 4.28. It can be viewed that school leaders delegate authority to teachers to control their work by allowing them to assume the responsibility and authority to make decisions in their work role. This is supported by the work of Mc Elheran (2014), that delegation of authority allows others to act and make judgments within a given scope and to the degree required to complete a specific job.

The respondent's perceived level of school leaders' empowering behavior in providing intellectual stimulation was also evident in the table. Respondents agreed that their school heads practiced the prepared statements having an overall mean value of 4.11. In the continual process of change, school heads were able to assist and encourage teachers to take calculated risks, initiate new ideas, and treat mistakes and setbacks as an opportunity to learn. Nielsen and Munir (2009) stated that leaders encourage followers to make decisions and be creative and innovative through intellectual stimulation. As such, they may feel more challenged and thereby also more aroused.

Regarding the empowering behavior of school leaders in terms of giving acknowledgment and recognition, respondents agreed it was practiced based on the overall mean of 4.11. This means that school heads provide exposure and recognition, such as appreciation of work for achieving specific goals to encourage and affect the behavior of subordinates. Employee recognition, as stated by (Munene et. al, 2012), enables individuals to acknowledge and understand that the work they do is appreciated and recognized, offers a feeling of responsibility and a sense of belonging, improves morale, increases loyalty, and increases the organization's employee retention rate.

Empowering Behavior in articulating a vision respondents agreed with all the mentioned statements, with an overall mean of 4.20. This implies that school leaders communicate a clear vision, discover new possibilities for the organization, and motivate teachers with their future vision. Sharing an inspirational vision is essential to good leadership behavior (van Knippenberg & Stam, 2014). A clear statement of the organization's goal may motivate employees and increase commitment. In addition, leaders may give an interesting and convincing vision of the future rather than just arguing about what has already been done in the past.

Subsequently, respondents agreed that school heads get staff members to work together for the same

goal. According to research, collaborations include creating and developing relationships; more importantly, true relationships based on trust must be formed. This implies that open communication, feedback, reciprocal empowerment, and trust-building foster harmony and promote joint success and performance (Archer & Cameron, 2013).

Table 1 reveals the respondent's perceived practice of school leaders empowering behavior in terms of providing individualized concern and support. It is evident that the respondents perceived it as "practiced" by the school heads, with an overall mean of 4.22. This implies that school leaders express care for the well-being of their followers, taking the time to listen to their worries and individual needs. According to Darshan (2011), most leaders served as personal trainers or mentors, playing with followers' concerns and needs on an individual level. This customized concern and awareness resulted in a collaboration that built trust and commitment.

The school leaders empower behavior in terms of role modeling. The respondents agreed with an overall mean value of 4.18. It means that school leaders present an appropriate model for their followers and create an example for followers to follow that is consistent with the leader's principles. Leadership via modeling entails setting a good example. Role modeling is key to good leadership, allowing leaders to be recognized, respected, and perform effectively. People look up to leaders as someone who deserves to be recognized and set a good example. Every word a leader says, every action a leader does, and every emotion a leader shows is watched by others and impacts the organization (Seaton, 2017). People want to see a leader with a strong personality and initiative. A leader who is an excellent role model will likely become successful.

4.2 On Risk-Taking Behavior

Table 2

Summary Table on School Leaders' Risk-Taking Behavior

Subscales	Mean	SD	VI
Risk Propensity	3.90	0.70	Practiced
Critical Decision Making	3.87	0.80	Practiced
Overall	3.89	0.75	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, 1.00-1.49 Not Practiced

It is observed in the given table that the school leaders' risk-taking behavior is practiced when it comes to risk propensity and critical decision-making. It can be noted that school leaders show a willingness to take or avoid risk and a desire to participate in possible workplace risks to generate beneficial organizational results, notwithstanding the possibility of adverse personal effects. A critical decision-maker leader systematically gathers and evaluates data or information before choosing. O'Neill (2001) stated that when faced with risk and uncertainty, a person's propensity for taking risks may substantially influence how important decision-making power is delegated. Risk is the unpredictability of results. Risk is the departure from an anticipated value or outcome of one or more outcomes of one or more future occurrences. Technically, their outcomes might have a positive or negative value. Environmental factor uncertainty, project failures, and unforeseen mishaps influence the likelihood of risk. Individual risk preferences and values impact the leadership that develops during times of high-risk choices. Success and danger are correlated to varying degrees.

Table 2 pictured the extent of risk-taking behavior practices of school leaders in terms of critical

decision-making. With an overall mean of 3.87, respondents agreed with all the statements. This denotes that school heads carefully evaluate a situation before deciding how to deal with it. Critical choices, as defined by Hitt et al. (2012), are those essential decisions that form the purpose of a corporate firm or the decisions that are significant in actions done, resources committed, or precedents created. Critical choices drive capacity and ability, create quality dimensions, affect change, shape direction, implement purpose, vision, and ethics, and demonstrate the best market entrance tactics and problem-solving solutions. Critical choices are hazardous and important decisions taken by a company's senior management that impact its performance, either favorably or badly, and its ability to survive in its operating environment.

4.3 On Teachers' Work Commitment

Table 3
Summary Table on Teachers' Work Commitment

Subscales	Mean	SD	VI
to the school	4.13	0.73	Committed
to the teaching and learning	4.33	0.71	Committed
to the profession	4.31	0.72	Committed
Overall	4.26	0.72	Committed

Legend: 4.50-5.00 Highly Committed, 3.50-4.49 Committed, 2.50-3.49 Moderately Committed, 1.50-2.49 Somewhat Committed, 1.00-1.49 Not Committed

Table 3 shows that the teachers in the district are "committed" to their work, the school, the teaching and learning, and the profession. Committed teachers are emotionally bonded to the school. They also accept the school's aims and values, attempt to achieve those goals and values, and have a strong passion for staying as a school member. Committed to teaching, teachers show the desire to engage in classroom teaching. Teachers committed to the profession show attitudes, devotion, and participation in developing and improving their chosen profession. Thus, Somech and Bogler (2004) discovered that empowered teachers have greater organizational commitment, implying that empowering leadership will likely result in more committed teachers.

The teacher's work commitment to the school is presented in Table 3. The table shows that the teacher-respondents are "committed," with a mean of 4.04. This demonstrates that teachers show commitment to and acceptance of the school's aims and values, attempts to achieve those goals and values, and a strong passion for staying a school member. Accepting the school's aims and values is the foundation for teachers' commitment to the school. Variables influence teachers' commitment to school, according to Celep (2000), between instructors, teacher-student relationships, the quality of teachers' work, and a harmonious working environment between teachers and school management.

Table 3 reveals the teachers' work commitment in terms of commitment to teaching and learning. With a mean value of 4.46, respondents agreed with all the statements described above. It implies that teachers are engaged in classroom teaching. Commitment to teaching is defined as having a love for teaching and learning. Teachers devoted to teaching are pleased with it since they like it and constantly want to provide an excellent education. They are willing to reflect on their teaching performance because they care about it and seek to perform teaching according to high standards. Somech and Bogler (2002).

The result also shows the extent of teachers' work commitment to the teaching profession.

Respondents agreed with almost all the above indicators, with an overall mean value of 4.31. It means teachers have attitudes, devotion, and participation in developing and improving their teaching profession. Researchers and teacher educators gave teachers' commitment to the teaching profession significance because it is the motive that drives teachers to enter their chosen field as it is described as a love for the field, valuing, and respecting it (Kozikoglu, 2016), which are between the fundamental motives that individuals want to get into

4.4 On Teachers' Job Satisfaction

Table 4

Summary Table on Teachers' Job Satisfaction

Subscales	Mean	SD	VI
Work Itself	4.31	0.67	Satisfied
Work Condition	4.40	0.62	High Satisfaction
Interpersonal Relationship	4.51	0.60	Very High Satisfaction
Overall	4.41	0.63	High Satisfaction

Legend: 4.50-5.00 Very High Satisfaction, 3.50-4.49 High Satisfaction, 2.50-3.49 Satisfied, 1.50-2.49 Less Satisfied, 1.00-1.49 Not Satisfied

Table 4 reveals teachers' job satisfaction in the district as "high satisfaction" regarding work, work conditions, and interpersonal relationships, with an overall mean of 4.41. This means that teachers have a pleasant or positive emotional state on the job or work experience and have self-actualization in the performance of their tasks and school leaders' empowerment. As pictured in Table 4, the extent of teachers' job satisfaction in terms of the work itself, respondents agreed with the statements based on the overall mean of 4.31. This means that teachers have a pleasant or positive emotional state induced by an appraisal of the job. Employees are critical in achieving the enterprise's goal and vision, particularly in production. Employees must achieve the organization's performance requirements to ensure their work's quantity and quality. Therefore, employees require a work environment that enables them to perform freely without issues preventing them from attaining their full potential to satisfy organizational standards (Raziq & Maulabakhsh, 2015). They also want an acceptable superior who will offer them this atmosphere while motivating them to perform properly and making them feel content with their task.

Teachers' job satisfaction regarding working conditions is presented in Table 4, with an overall mean of 4.40. This implies that teachers are satisfied in the workplace with a positive environment to teach and learn. According to Chandrasekar (2011), an organization must devote attention to creating a work environment that promotes workers' abilities to grow more efficiently to generate revenues for the firm. He also believed that human-to-human contacts and relationships are more important than money in total work happiness. However, managerial skills, time, and energy are all required to improve the business's overall success in the present day.

The table shows teachers' job satisfaction regarding interpersonal relationships, with a mean of 4.51. It implies that teachers are highly satisfied with the interactions among people in workplaces and within organizations that motivate people to work together productively. Interpersonal Relations are defined as the interaction between a person and others in work situations and within the organization as a motivation to work together productively to achieve economic, psychological, and social satisfaction (Robbins, 2010).

Organizations must pay attention to work happiness in addition to interpersonal interactions. Individuals' overall attitude about their employment is referred to as job satisfaction. Someone content with his work has a good attitude toward it, while someone unsatisfied with his employment has a negative attitude.

4.5 Mediation Analysis of Risk-Taking Behavior to the Relationship between School Leaders' Empowering Behavior and the Teachers' Work Commitment

Table 5
Mediation Analysis of Risk-Taking Behavior to the Relationship between School Leaders' Empowering Behavior and the Teachers' Work Commitment

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.2175	.1047	.0105	.4246	2.0784	.0396
Indirect	.2845	.1088	.0538	.4662	2.6149	.0396
Total	.5020	.0697	.3641	.6399	7.1984	.0000

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Emp. Behavior --> Risk-Taking	.8456	.0609	.7250	.9661	13.8741	.0000
Emp. Behavior --> Work Commit.	.2175	.1047	.0105	.4246	2.0784	.0396
Risk-Taking --> Work Commit.	.3364	.0952	.1481	.5247	3.5339	.0006
EB --> RT --> WC	.2845	.1088	.0538	.4662	2.6149	.0396

Note: Partial mediation exists

The results revealed a significant indirect effect of empowering behavior and teachers' work commitment through risk-taking behavior (b=.2845, t=2.6149). Furthermore, the direct effect of empowering behavior on teachers' work commitment in the presence of the mediators was also found significant (b=.2175, p<0.001). Hence, risk-taking behavior partially mediated the relationship between empowering behavior and teachers' work commitment.

The findings show that leaders in Dolores District are willing to take on potential workplace risks despite the likelihood of negative personal consequences to produce positive organizational results, which resulted in teachers' emotional relationship with the school, and contribute to teachers' motivation to work. Leaders' risk choices and values impact their decision to transfer necessary decision-making power. Critical choices are the product of numerous decision formulae, one of which is the risk proclivity of the decision maker. Risks involve delegating responsibility to make critical decisions (Sengul et al., 2012). Risk-taking allows employees to take risks and decrease their fear of change, making it an important factor in inducing commitment to organizational change. Thus, empowering leadership indirectly promotes commitment to organizational change through risk-taking behavior.

4.6 Mediation Analysis of Risk-Taking Behavior to the Relationship between School Leaders' Empowering Behavior and the Teachers' Work Commitment

Table 6
Mediation Analysis of Risk-Taking Behavior to the Relationship between School Leaders' Empowering Behavior and the Teachers' Job Satisfaction

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Direct	.4438	.1101	.2260	.6616	4.0309	0.0001
Indirect	.1108	.1412	-.1800	.3502	0.7847	
Total	.5546	.0706	.4150	.6942	7.8589	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Emp. Behavior --> Risk-Taking	.8456	.0609	.7250	.9661	13.8741	0.0000
Emp. Behavior --> Job Satis.	.4438	.1101	.2260	.6616	4.0309	0.0001
Risk-Taking --> Job Satis.	.1310	.1001	-0.0671	.3291	1.3084	0.1930
EB --> RT --> JS	.1108	.1412	-.1800	.3502	0.7847	

Note: Not a mediator

The results revealed no significant indirect effect of empowering behavior and teachers' job satisfaction through risk-taking behavior (b=.1108, t=0.7847). Hence, the direct effect of empowering behavior on teachers' job satisfaction in the presence of the mediators was found significant (b=.4438, p<0.001). Therefore, risk-taking behavior does not mediate the relationship between empowering behavior and teachers' job satisfaction.

The result shows that the risk-taking behavior of leaders does not mediate the relationship between empowering behavior and teachers' job satisfaction. Instead, the findings imply that teachers of Dolores District are satisfied with their job in terms of the work itself, work conditions, and interpersonal relationships with the school leaders empowering behavior. Thus, it may relate to teachers' self-actualization in their tasks' performance and school leaders' empowerment. The study of Akdol, B., & Arikboga, F. S. (2015) suggests that there is a significant and positive effect of certain leader behaviors, namely empowerment, accountability, standing back, humility, authenticity, and courage, on both overall job satisfaction and creativity facet of job satisfaction. Empowerment, humility, and standing back affect job satisfaction more. Furthermore, according to Brenninger (2011), to achieve satisfied workers and excellent outcomes, leaders must modify how they lead so that employees are more engaged in decision-making processes, resulting in more dedication to the enterprise's objectives. Managers must include as many staff as possible. They must promote individual and team efforts and communicate information across the firm to motivate workers. Good supervisors operate horizontally and vertically, meaning they must manage cross-functional procedures, projects, time, and resources.

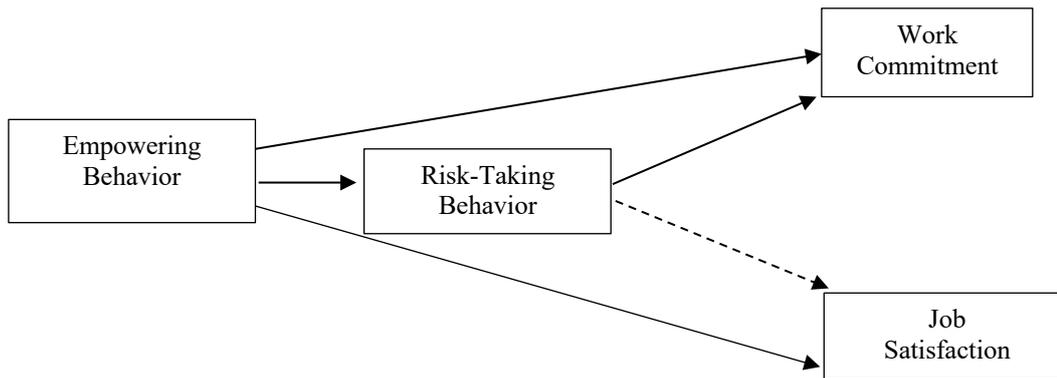


Fig. 2. Model on Risk-Taking Behavior as a mediator in the relationship between Empowering Behavior to Work Commitment and Job Satisfaction

Based on the study's findings, the figure above illustrates the mediating role of risk-taking behavior in the relationship between empowering behavior, work commitment, and job satisfaction. In addition, the figure shows that empowering behavior indirectly affects teachers' work commitment through risk-taking behavior. Moreover, the direct effect of empowering behavior on teachers' work commitment in the presence of the mediators was also found significant. Thus, risk-taking behavior partially mediated the relationship between empowering behavior and teachers' work commitment.

The figure also displays no significant indirect effect of empowering behavior and teachers' job satisfaction through risk-taking behavior. Hence, the direct effect of empowering behavior on teachers' job satisfaction was significant. Therefore, risk-taking behavior does not mediate the relationship between empowering behavior and teachers' job satisfaction. On the other hand, the connection between empowering leadership and dedication to organizational transformation was favorably mediated by risk-taking behavior. As a result, according to Berg et al. (2017), it should be regarded as an important psychological process that promotes commitment to organizational transformation. Furthermore, these empirical results are consistent with other studies showing evidence of risk-taking behavior's impact on organizational change-related aspects, such as creativity and innovation (Shen et al., 2018).

5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings, conclusions, and recommendations based on the data that was gathered, analyzed, and interpreted.

Summary

The researcher came up with the following findings based on the gathered data.

1. The respondents agree that school leaders have demonstrated empowering behavior, including delegation of authority (4.28), intellectual stimulation (4.11), acknowledgment and recognition (4.00), articulating a vision (4.20), fostering collaborative relationship (4.22), individualized concern and support (4.22), and role – modeling (4.18) all of which are supported by the overall mean of 4.17.
2. Risk-taking behavior as to risk propensity and critical decision-making is "practiced" by school leaders as perceived by the respondents, with an overall mean of 3.89.
3. The teacher-respondents are "committed" in terms of work commitment to the school, to the teaching and learning, and the profession, with an overall mean of 4.26

4. On job satisfaction, most respondents were "satisfied," with an overall mean of 4.41 regarding the work itself, working conditions, and interpersonal relationships.
5. School leaders empowering behavior are directly related to risk-taking, teachers' work commitment, and job satisfaction and show the degree of correlation as a "significant correlation".
6. There is a significant relationship between risk-taking behavior, teachers' work commitment, and teachers' job satisfaction.
7. The risk-taking behavior of the school head significantly mediates the relationship between school leaders' empowering behavior and the teachers' work commitment. Furthermore, the risk-taking behavior of the school head does not significantly mediate the relationship between school leaders' empowering behavior and teachers' job satisfaction.

Conclusions

The findings of the study led to the formulation of the following conclusions:

1. All empowering behaviors were significantly related to risk-taking, teachers' work commitment, and job satisfaction. Therefore, the hypothesis is not sustained.
2. On the other hand, risk-taking behavior was significantly related to teachers' work commitment and job satisfaction. Therefore, the hypothesis is not sustained.
3. Based on the mediation analysis of risk-taking behavior to the relationship between school leaders' empowering behavior and the teachers' work commitment, it was revealed that there is a significant indirect effect of the impact of empowering behavior and teachers' work commitment through risk-taking behavior. Furthermore, the direct effect of empowering behavior on teachers' work commitment in the presence of the mediators was also found significant. Hence, risk-taking behavior partially mediated the relationship between empowering behavior and teachers' work commitment. Thus, the hypothesis is not sustained.
4. On the other hand, the result of mediation analysis on risk-taking behavior to the relationship between school leaders' empowering behavior and the teachers' job satisfaction, the results revealed no significant indirect effect of the impact of empowering behavior and teachers' job satisfaction through risk-taking behavior. However, the direct effect of empowering behavior on teachers' job satisfaction in the presence of the mediators was found significant. Thus, risk-taking behavior does not mediate the relationship between empowering behavior and teachers' job satisfaction. Therefore, the hypothesis is sustained.

Recommendations

Based on the findings and conclusions of this study, the researcher recommended the following:

1. School leaders may require an understanding of the value of empowering behavior, which increases commitment to change within the organization and promotes the organization's long-term sustainability.
2. The school principals may be encouraged to display empowering behavior continuously. They are additionally encouraged to conduct quarterly feedback monitoring of how they exhibit these behaviors, allowing them to respond quickly and make necessary adjustments as a reaction to any problems that may have been found.
3. School leaders are advised that they may include more teachers in decisions that affect the school. The teachers could feel more certain that their value is being appreciated due to this. Their self-worth will also increase because their opinions, remarks, and recommendations may be valued. This may also assist the administrators in concluding consultations with the faculty members.
4. School leaders may acknowledge the value of taking risks. Employees' commitment and job satisfaction are positively impacted by risk-taking behavior, and this will lead to organizational change and long-term achievement.

5. Future studies may consider examining additional factors that mediate the connection between empowering behavior and teachers' work commitment and job satisfaction and creatively projecting alternative models to investigate.

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