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Empowering Leadership of School Heads and Organizational Citizenship behavior of Public Secondary Teachers of IGACOS Division

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A B S T R A C T

The study explored the extent of empowering leadership and organizational citizenship behavior in public secondary schools of IGACOS Division. Also, it investigated the association of empowering leadership of school heads and organizational citizenship behavior of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. Results revealed that there was an extensive empowering leadership of school heads and an extensive organizational citizenship behavior. Furthermore, there was a significant relationship between the two variables.. Considering the findings of the study, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in strengthening their empowering leadership to ensure a proactive organizational citizenship behavior among teachers.

Keywords: Empowering leadership, organizational citizenship behavior, descriptive correlational, IGACOS Division, Philippines

1. Introduction

Organizational citizenship behavior (OCB) is a fundamental aspect within any human organization. OCB pertains to actions exhibited by individuals that extend beyond their designated roles and responsibilities (Fahmi & Permana, 2019). Within educational institutions, the presence of OCB among teachers is notably beneficial. It involves teachers continuously enhancing their personal and professional development to better serve students and contribute to the school's objectives in a more efficient manner. Teachers actively manage lesson hours to maximize their effectiveness and exert effort to elevate the quality and efficiency of lessons, programs, and social activities within the school (Avci, 2016). However, the demanding nature of the teaching profession poses challenges in assessing and fostering teachers' organizational citizenship behavior.

In Israel, it was reported that organizational citizenship behavior was associated with some undesirable costs for individuals who perform them: it was related to more work-family conflict and less job satisfaction among individuals with low levels of optimism. In addition, individual initiative, a specific type of OCB, was also related to role overload and job stress (Lavy, 2019). In Indonesia, it was revealed that OCB is one of the factors contributing to the problem of teacher's performance in Madrasah Aliyah in Bitung. It was found that several phenomena were related to teachers' negative behavior in OCB at schools. The teachers sometimes feel objected when they are asked to participate in the training held by the school. Therefore, they are not maximal to carry out training activities. The teachers should be more contribute to the school without thinking about the rewards.

In the Philippines, according to a report by the Tarraya (2023), an issue of concern is the subpar performance of teachers, which is linked to their behavior. The demanding workload often leaves teachers feeling discontented, leading to a lack of satisfaction, commitment, and productivity. Consequently, this dissatisfaction is reflected in their negative behavior. Additionally, significant challenges faced by Filipino teachers that impact their behavior. These challenges include a shortage of teachers in challenging posts, an excessive number of teachers assigned to administrative roles, and inadequate preparation and training for teachers. These factors collectively demotivate teachers, manifesting in observable behavioral changes.

Within the Division of IGACOS, the researcher noted a noticeable impact on teachers' behavior stemming from their overwhelming workload. The demanding nature of their job left them with limited capacity to go above and beyond. Additionally, they grappled with personal challenges that demand their attention. Surprisingly, there was a lack of formal research delving into these circumstances. There was no study investigating the organizational citizenship behavior of public secondary teachers in the Division of IGACOS, particularly considering the influence of empowering leadership from their school heads.

Given these circumstances, the researcher's objective was to investigate the extent of empowering leadership exhibited by school heads and its relationship with the organizational citizenship behavior of public secondary teachers within the Division of IGACOS. This academic pursuit shed light on the empowering leadership of school heads and how it was related to the behavior of teachers. Moreover, the study uncovered correlations between these two variables.

Apparently, the ultimate goal was to offer valuable insights to policymakers, assisting them in formulating effective policies, programs, interventions, projects, and activities that can enhance the organizational citizenship behavior of secondary teachers in public schools.

The theory for this study was based primarily on Empowering Leadership Theory by Conger et al. (2000) and Kark et al. (2003). It was argued that empowering leadership is effective because it involves the transfer of power from top management. By delegating the duties of giving autonomy and authority to the employees in making decisions, senior management can focus on more important tasks (Amundsen & Martinsen, 2015). Empowering leadership enhances individual motivation in the organization by empowering employees, and delegating authority and decisions to the lowest organizational level where an authoritative decision can be made (Conger & Kanungo, 1988; Thomas & Velthouse, 1990).

Empowering leadership involves empowering and coaching employees, encouraging employees, enabling employees to have self-management, providing autonomous decision making opportunities, and sharing information (Sharma & Kirkman, 2015). It manifests itself with certain behaviors such as sharing power with subordinates, increasing the level of autonomy and responsibility, encouraging subordinates to express their ideas, make collaborative decisions, support information sharing and teamwork (Arnold, Arad, Rhoades & Drasgow, 2000; Chen, Sharma, Edinger, et al. Shapiro and Farh, 2011). It improves the employees' high performance and organizational effectiveness, strengthens the flexibility in management, and the belief in the employees' self-efficacy. It, therefore, reduces the feelings of powerlessness (Conger & Kanungo, 1988).

More so, empowering leadership, creates psychological ownership of the task, increases effectiveness and commitment, provides higher levels of coordination and collective information processing (Cohen, Chang, & Ledford, 1997; Zaccaro, Rittman & Marks, 2001), and encourages employee participation in decision-making. It consists of leader behaviors that express trust, provide autonomy to employees from bureaucratic restrictions, and increase the meaningfulness of employees' work (Ahearne, Mathieu & Rapp, 2005). Empowering leadership is the process of distributing power, autonomy, and responsibility toward employees to increase their intrinsic motivation and the goal of increasing organizational success (Ahearne et al., 2005; Sims, Faraj & Yun, 2009; Amundsen & Martinsen, 2015). It is a leadership approach that aims to develop employees to take action and control themselves and sets limits and guides managers in applying and distributing organizational power (Vecchio, Justin & Pearce, 2010).

Robinson, Hohepa, and Lloyd (2009) emphasized that it increases teachers' autonomy. In this context, it can be said that empowering leadership affects many organizational behaviors. Organizational citizenship behavior, which has in its essence self-sacrifice, ownership, and behaviors exhibited without expecting anything in return (Deluga, 1995), is the extra-role behaviors exhibited by employees to contribute to the organization beyond the officially stated job descriptions and existing standards in the organization (Organ, 1988; Greenberg and Baron, 2000; Schnake and Dumler, 2003). In this sense, it is thought that empowering leadership will have an important effect on the high level of organizational citizenship behavior of school administrators, who have an important position in influencing and directing teachers in schools and contributing to their professional development.

2. Methodology

Research Design

In this research, a quantitative approach, specifically utilizing a descriptive correlational technique, was applied. Quantitative research involves gathering numerical data and employing mathematical analysis, often utilizing statistical tools. This method is utilized to clarify and offer insights into particular issues or phenomena (Apuke, 2017). Within the domain of descriptive correlational inquiries, the emphasis is on portraying variables and the inherent connections that arise among them (Davis, 2021). This study fell into the quantitative category as it hinged on numerical data for its analysis and interpretation. Its descriptive nature was evident as its primary aim was to assess both the empowering leadership of school heads and the organizational citizenship behavior of teachers. Additionally, this academic undertaking was considered correlational because it explored the connection between the empowering leadership of school heads and the organizational citizenship behavior of public secondary teachers in the IGACOS Division.

Research Respondents

A total of 150 public secondary teachers were invited to participate and provide their responses for this study. According to Hair et al. (2018), for simple regression analysis, a minimum of 50 samples was needed, and for most research situations, around 100 samples were generally sufficient. Therefore, having 150 respondents was more than adequate to fulfill the objectives and requirements of this study. The inclusion and exclusion criteria for this study entailed selecting secondary teachers with a minimum of 2 years of teaching experience. This criterion was essential as it allowed teachers with at least a 2-year tenure in public schools to effectively evaluate the empowering leadership of their school heads and its impact on their organizational citizenship behavior as educators. Additionally, participants who felt uneasy or uncomfortable answering the survey questionnaire had the option to voluntarily withdraw from participating in the study. They did not face any pressure to continue their involvement. Their decision to withdraw was fully respected, prioritizing the welfare and comfort of the respondents throughout the research process.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the empowering leadership of school heads while the second set was about the organizational citizenship behavior of teachers.

The empowering leadership of school heads questionnaire was adapted from Arnold and Drasgow (2000). The instrument consisted of 38 items. It had five indicators, namely: leading by example (1-5), participative decision making (1-6), coaching (1-11), informing (1-6), and showing concern/interacting

with the team (1-10). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively *high* internal consistency.

The organizational citizenship questionnaire was adapted from the study of Habeeb (2019). It was also subjected to pilot testing which revealed a result of .75 suggesting that the items have relatively *high* internal consistency. The tool had a total of 18 items. It had five variables, namely: conscientiousness (1-3), sportsmanship (1-5), civic virtue (1-4), courtesy (1-3), and altruism (1-4).

The tools utilized in this study was customized to align with the study's objectives. The researcher incorporated and consolidated all feedback and recommendations provided by the adviser, panel members, and expert validators to enhance and refine the instruments, ensuring their construct validity is achieved.

Table

Table 1

Summary on the Extent of Empowering Leadership of School Heads

No	Indicators	Mean	Descriptive Equivalent
1	Leading by Example	3.95	Extensive
2	Participative Decision Making	3.87	Extensive
3	Coaching	3.69	Extensive
4	Informing	3.59	Extensive
5	Showing Concern/ Interacting with Team	3.44	Extensive
Overall		**3.71**	**Extensive**

Table 1 provides the summary on the extent of empowering leadership of school heads. It is exhibited that the overall mean of empowering leadership of school heads is 3.71, which is in an extensive level. This means that empowering leadership of school heads is oftentimes evident.

Data show that all five (5) indicators are in an extensive level. As arranged chronologically, leading by example has the highest mean score (3.95). This is followed by participative decision making (3.87), coaching (3.69), informing (3.59) and showing concern/interacting with team (3.44).

The findings underscore the prevalent manifestation of empowering leadership among school heads, spanning across multiple dimensions. With all five indicators demonstrating extensive levels of empowerment, it is clear that school leaders consistently prioritize fostering environments conducive to growth, collaboration, and mutual respect. Leading by example emerges as the foremost aspect, highlighting the influential role of school heads in setting behavioral standards and inspiring others through their actions. Furthermore, the high mean scores for participative decision making, coaching, informing, and showing concern/interacting with the team underscore a multifaceted approach to leadership, wherein transparency, inclusivity, and support are integral. This suggests that school leaders who embrace empowering leadership practices not only cultivate a culture of accountability and collaboration but also nurture strong relationships and trust within the organization, ultimately contributing to the overall success and well-being of the educational community.

The extensive implementation of empowering leadership by school heads reaffirms the widely held belief of Huliganga and Guhao (2018) that empowerment serves as a means for school heads to create conditions enabling teachers, parents, and even students to take ownership of problem-solving tasks. Similarly, Day and Sammons (2020) reinforced the importance of personalized empowerment for teachers, emphasizing the need for school heads to consider and enhance their communication skills. Furthermore, Bayler (2017) suggested that empowerment has the potential to positively impact the overall organization, as evidenced by increased organizational commitment resulting from participation in administrative and community-relations teams.

Mosoge and Mataboge (2021) argued that leadership involving others is empowering, shifting away from the view of leadership as solely the responsibility of the principal. Successful school heads recognize the collective effort required to improve student performance, empowering staff and communities through effective communication. This evolving perspective on school leadership highlights a shift towards shared leadership, with other members of the leadership team actively participating in leading the school. This shift is driven by increased accountability demands focused on student achievement.

Table 2

Summary on the Extent of Organizational Citizenship Behavior of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Conscientiousness	4.23	Very Extensive
2	Sportsmanship	3.89	Extensive
3	Civic Virtue	3.99	Extensive
4	Courtesy	4.19	Extensive
5	Altruism	3.98	Extensive
Overall		**4.06**	**Extensive**

Table 2 provides the summary on the extent of organizational citizenship behavior. It is exhibited that the overall mean of organizational citizenship behavior is 4.06, which is in an extensive level. This means that the

organizational citizenship behavior is oftentimes evident.

Data show that all five (5) indicators are in an extensive level. As arranged chronologically, conscientiousness has the highest mean score (4.23). This is followed by courtesy (4.19), civic virtue (3.99), altruism (3.98), and sportsmanship (3.89).

The findings underscore the prevalent manifestation of organizational citizenship behavior (OCB) within the context of educational institutions. With all five indicators demonstrating extensive levels of OCB, it is evident that teachers consistently exhibit behaviors that go beyond their formal job requirements to contribute positively to the organization. Conscientiousness emerges as the foremost aspect, indicating teachers' dedication to fulfilling their duties diligently and responsibly. Moreover, the high mean scores for courtesy, civic virtue, altruism, and sportsmanship highlight a multifaceted approach to OCB, encompassing behaviors such as respect, community engagement, helping others, and maintaining a positive attitude. This suggests that educators not only prioritize their own roles but also actively contribute to creating a supportive and collaborative work environment, ultimately enhancing the overall effectiveness and success of the educational institution.

The positive outcomes of this study aligned with the assertions made by Hazzi (2018), who defines organizational citizenship as discretionary behavior undertaken by individuals, unrewarded or formally acknowledged. Such behavior entails individuals willingly contributing their efforts to the organization. These behaviors, devoid of expectations for rewards or fear of punishment, are termed organizational citizenship behaviors (OCB) within the organizational context. Examples include going beyond regular work hours to complete tasks or assuming a colleague's responsibilities in their absence.

Cakir (2020) similarly underscored that OCB reflects voluntary actions, not mandated by role definitions, driven by individuals' willingness to contribute positively to the work environment or their emotional connection to their job. Putra (2019) further characterized OCB as exceeding organizational time constraints without expecting proportional rewards, demonstrating individuals' proactive efforts to benefit the organization.

Anfaya and Rahayu (2019) emphasized that high levels of OCB among organizational members contribute to organizational development and resilience amidst internal and external challenges. In educational contexts, Hanson (2022) highlighted the crucial role of OCB in facilitating school functioning, with previous studies indicating its positive impact on student achievement, school discipline, and overall school image, as perceived by teachers engaging in such behavior.

Table 3

Significance of the Relationship Between the Extent of Empowering Leadership of School Heads and Organizational Citizenship Behavior of Teachers

Empowering Leadership of School Heads Indicators	Dependent Variable	r-value	p- value	Decision on Ho
Leading by Example		0.389	0.000	Rejected
Participative Decision Making		0.385	0.000	Rejected
Coaching	**Organizational Citizenship Behavior**	0.377	0.000	Rejected

Informing	0.371	0.000	Rejected
Showing Concern/Interacting with Team	0.368	0.000	Rejected
Overall	**0.378***	**0.000**	**Rejected**

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between empowering leadership of school heads and organizational citizenship behavior. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .378 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between empowering leadership of school heads and organizational citizenship behavior of teachers. This shows that empowering leadership of school heads is correlated with the organizational citizenship behavior of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that leading by example, participative decision making, coaching, informing, and showing concern/ interacting with team revealed computed r-values of 0.389, 0.385, 0.377, 0.371, and 0.368 respectively with p-values which are less than 0.05 in the level of significance. This implies that as leading by example, participative decision making, coaching, informing, and showing concern/ interacting with team increase, the organizational citizenship behavior increases.

The statistical analysis reveals a significant relationship between the empowering leadership of school heads and the organizational citizenship behavior (OCB) of teachers. This suggests that as empowering leadership behaviors increase, OCB among teachers also increases. Specifically, leading by example, participative decision making, coaching, informing, and showing

concern/interacting with the team exhibit positive correlations with OCB. These results underscore the importance of empowering leadership practices in fostering a conducive work environment where teachers are more likely to engage in behaviors that benefit the organization beyond their formal roles.

The result is in consonance to the study conducted by Ertuk (2022) disclosing that school administrators' empowering teachers by showing empowering leadership behaviors, enabling them to take responsibility, and supporting them will greatly contribute to teachers' empowerment. This enables them to be effective and efficient and to exhibit behaviors outside of their official duties because empowerment increases employees' belief in their ability to perform meaningful work and influence their environment. Thus, enhancing their ability to work independently and display adaptive behaviors beyond their formal job roles. In addition, Nong (2022) added that the autonomy provided to employees through empowerment increases their participation in organizational issues beyond their routine duties.

Similarly, Abun et al. (2021) highlighted that empowering leadership effectively affects teachers' organizational citizenship behaviors. Therefore, teachers empowered by school administrators will undertake extra duties other than their official duties, and their organizational citizenship behaviors will increase. On the other hand, organizational citizenship behavior will enable teachers to show more effort in realizing education and training activities. Therefore, the success of the student and thus the school will increase by providing students with a qualified education. In this sense, Ertuk (2022) pointed out that empowering leadership will have an important effect on the high level of organizational citizenship behavior of school administrators, who have an important position in influencing and directing teachers in schools and contributing to their professional development.

3. Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of empowering leadership of school heads implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, leading by example, participative decision making, coaching, informing, and showing concern/ interacting with team. Meanwhile, the extent of organizational citizenship behavior of teachers is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on sportsmanship, civic virtue, courtesy, and altruism. On the other hand, conscientiousness is found to be always evident among teachers. In addition, empowering leadership of school heads and organizational citizenship behavior are related. All domains of empowering leadership are linked to the organizational citizenship behavior of teachers. This leads to the rejection of the null hypothesis.

4. Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the extensive empowering leadership of school heads and organizational citizenship behavior of teachers observed within educational institutions, it is recommended that DepEd officials continue to prioritize and support initiatives that promote empowering leadership practices among school heads. This can include providing leadership development programs, mentoring opportunities, and resources aimed at enhancing leadership skills and fostering a culture of empowerment. Furthermore, efforts may be made to recognize and reward school heads who demonstrate exemplary

empowering leadership behaviors. More so, DepEd officials may consider implementing policies and practices that recognize and incentivize positive behaviors that go beyond job requirements, such as volunteerism, collaboration, and proactive problem-solving.

Moreover, school heads may continue to prioritize and reinforce empowering leadership practices within their institutions. This can be achieved by actively modeling behaviors such as leading by example, promoting participative decision-making processes, providing coaching and support to staff, transparently informing and communicating with the team, and demonstrating genuine concern and interaction with colleagues. Additionally, school heads may foster a culture that recognizes and celebrates organizational citizenship behavior among teachers, acknowledging their efforts to go above and beyond their roles to contribute positively to the school community.

Furthermore, teachers may actively engage in collaborative efforts to maintain and enhance the positive culture within their educational institutions. Teachers may embrace opportunities to contribute beyond their job roles, demonstrating behaviors such as supporting colleagues, participating in decision-making processes, and taking initiative to address challenges. Additionally, teachers may actively seek out opportunities to provide feedback to school leaders, ensuring that empowering leadership practices are sustained and further developed.

Lastly, future researchers may conduct in-depth qualitative studies alongside quantitative analyses. Qualitative approaches such as interviews, focus groups, and case studies may provide valuable insights into the underlying mechanisms and contextual factors that influence empowering leadership behaviors and organizational citizenship behavior within educational settings. More so, researchers may consider investigating potential moderating or mediating variables that could impact the relationship between empowering leadership and organizational citizenship behavior.

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