



EMPLOYEES' EMPOWERMENT AND COMMITMENT

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ABSTRACT

This study determined the employees' empowerment and commitment among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for School Year 2025-2026. The respondents of the study were the total population of administrative officers and administrative assistants. They were classified according to their age, educational attainment, position, length of service, and municipality. The independent variables were their profiles, while the dependent variables included employees' empowerment and commitment. The study utilized a descriptive-correlational research design. A researcher-made questionnaire on the level of employees' empowerment and commitment, subjected to validation and reliability testing, served as the primary instrument for data gathering. Frequency count, percentage, and mean were used for descriptive analysis, while the Mann-Whitney U Test, Kruskal-Wallis H Test, and Spearman's rho were the statistical tools for inferential analysis. Findings revealed that the level of employees' empowerment was "very high," reflecting fairness, trust, opportunities for growth, and involvement in organizational planning. Employees' commitment was likewise "very high," demonstrating strong motivation, loyalty, and pride in their organization. Across classifications by age, educational attainment, position, length of service, and municipality, empowerment and commitment consistently remained very high. Correlation

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analysis revealed no significant relationship between employees' empowerment and commitment. While both were rated very high, employee empowerment was not correlated with their commitment.

Keywords: *empowerment, commitment, employees, education, organizational management*

INTRODUCTION

In today's educational environment, employee empowerment has gained increasing attention as a crucial factor influencing school success. Empowered school employees, teachers, staff, and administrators play a key role not only in delivering quality instruction but also in fostering strong partnerships with families and the wider community. Recent studies emphasize that when school employees are trusted, involved in decision-making, and provided with professional autonomy, their level of commitment rises significantly (Hill et al., 2022). This commitment translates into improved collaboration, student engagement, and overall school performance.

Post-pandemic recovery efforts further highlighted the importance of employee engagement. During periods of remote learning and educational disruption, schools that had empowered and committed personnel were better able to adapt and maintain strong ties with students and parents (National Education Association, 2021). Strategic plans like that of the Austin Independent School District stress that sustainable educational progress depends on the active participation and commitment of employees at every level.

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However, a notable gap remained in understanding how empowerment directly influences employee commitment within the school setting. While community engagement and academic outcomes are well-researched, fewer studies have explored how internal organizational practices, such as empowerment, affect staff motivation and dedication to school goals.

This study aimed to address that gap by exploring the employees' empowerment and their level of commitment in the school setting. Specifically, it investigated how empowerment initiatives impact employees' sense of responsibility and dedication to their roles. By doing so, the study aimed to provide evidence-based insights for school leaders seeking to strengthen organizational culture, enhance employee retention, and ultimately improve overall school performance.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research design, respondents of the study, data gathering instrument, and statistical tools to be used.

Research Method

The research method utilized in the study was quantitative research using research-made questionnaire.

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Research Design

This study aimed to determine the employees' empowerment and commitment among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for School Year 2025-2026.

Specifically, this study employed a descriptive-correlational research design. This design not only aimed to describe the existing conditions but also sought to determine the degree of association between variables. As emphasized by Alviator (2021), descriptive-correlational research is suitable for exploring patterns and relationships between independent and dependent variables without manipulating any factors. Furthermore, Manalo and Cabansag (2022) noted that this design is commonly used in educational research to assess how personal and contextual factors may influence behaviors or attitudes, such as empowerment and commitment.

Descriptive research is designed to systematically describe a population, situation, or phenomenon by collecting data that provides an accurate representation of variables without influencing them. According to Sirisilla (2023), descriptive research provides a comprehensive overview of the characteristics and behaviors of a specific group, helping researchers to better understand a phenomenon and generate meaningful insights.

In this study, the independent variables include age, educational attainment, position, length of service, and municipality. These were examined in relation to the dependent variables, which were employees' empowerment and commitment. The chosen design helped the researcher describe the current status of empowerment and commitment among

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employees in the Schools Division of Iloilo, while also exploring the possible relationships between these variables.

Participants of the Study

The respondents in this study were all School Administrative Assistants and Administrative Officers in the Third Congressional District, Schools Division of Iloilo, Philippines, for School Year 2025-2026. These respondents were taken as a whole and then classified according to age, educational attainment, position, length of service, and municipality, which were the assumed causes of the dependent variables under study. The dependent variables were the employees' empowerment and commitment.

The total population of administrative assistants and administrative officers in the third congressional district was 238. They were taken purposively as respondents of the study. There were 21 (8.8%) from the municipality of Badiangan, 14 (5.9%) from Bingawan, 24 (10.1) from Calinog, 38 (16.0%) from Cabatuan, 31 (13.0%) from Janiuay, 45 (8.9%) from Lambunao, 23 (9.7%) from Maasin, 31 (13.0%) from Pototan and 11 (4.6%) from Mina.

Table 1 presents the distribution of the respondents.

Table 1. Distribution of Respondents

Municipality	N	%
Badiangan	21	8.80
Bingawan	14	5.90
Calinog	24	10.10
Cabatuan	38	16.00
Janiuay	31	13.00
Lambunao	45	18.90
Maasin	23	9.70
Pototan	31	13.00
Mina	11	4.60

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Total	238	100.00
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Sampling Design

The study utilized a purposive sampling design. Purposive sampling is a non-probability technique where respondents are deliberately chosen based on their relevance to the research objectives. In this study, the population consisted of 238 School Administrative Assistants and Administrative Officers in the Third Congressional District, Schools Division of Iloilo, for School Year 2025–2026. Since their roles are directly connected to empowerment and commitment, all were taken as respondents.

Research Instrument

A researcher-made questionnaire was utilized as the primary tool for collecting data in this study. Questionnaires are widely used in educational and organizational research as they offer a systematic means of gathering data on perceptions, attitudes, and behaviors from a specific group of respondents. According to Mohajan (2021), questionnaires are effective instruments for obtaining quantifiable information, especially when investigating conditions and practices familiar to the respondents. This tool allows for consistent data collection, ensuring that responses are based on a common understanding of the questions.

The questionnaire was divided into three parts. Part I was focused on the respondents' profile, which includes their age, educational attainment, length of service, position, and municipality. This information was essential in identifying possible influences of demographic and professional factors on employees' empowerment and commitment.

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Part II of the instrument measured the level of employees' empowerment. This section consists of statements designed to assess employees' perceived autonomy, involvement in decision-making, access to resources, and sense of value within their workplace. Employees were asked to rate their agreement using a five-point Likert scale. The responses were interpreted using the following range:

Scale of Means	Description	Interpretation
4.21-5.00	Very High	Employees feel fully empowered and are confident in making decisions and taking initiative.
3.41-4.20	High	Employees often feel empowered and actively contribute to organizational goals.
2.61-3.40	Moderate	Employees sometimes feel empowered but may still depend on supervision or support.
1.81-2.60	Low	Employees seldom feel empowered and show limited initiative.
1.00-1.80	Very Low	Employees do not feel empowered and have minimal involvement in decision-making.

Part III assessed the level of employees' commitment, with items that reflect their affective, continuance, and normative commitment to their organization. Respondents evaluated each item using the same five-point scale. The levels are interpreted as follows:

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Scale of Means	Description	Interpretation
4.21-5.00	Very High	Employees consistently show strong loyalty and dedication to their work and organization.
3.41-4.20	High	Employees frequently demonstrate a solid sense of responsibility and allegiance to the organization.
2.61-3.40	Moderate	Employees show occasional commitment but may lack consistency in performance or engagement.
1.81-2.60	Low	Employees rarely display dedication and may be disengaged from their responsibilities.
1.00-1.80	Very Low	Employees show minimal to no attachment or commitment to their roles or the organization.

Validity of the Research Instrument

Validity refers to the degree to which an instrument accurately measures what it is intended to measure, ensuring that the data collected leads to sound conclusions and meaningful inferences. According to Creswell and Creswell (2020), establishing validity is essential for producing credible and reliable research findings, as it ensures that the instrument adequately reflects the intended content and objectives of the study.

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The researcher first submitted her draft to his adviser for critiquing and improvement. The adviser's suggestions were noted and considered for the revision of the questionnaire. The revised questionnaire was submitted for content validation to the members of a jury composed of experts in the field of research using the Eight-Point Criteria for Content Validation by Good and Scates. These validators were composed of faculty members of Guimaras State University (GSU), a statistician, an outside expert for the topics being studied, and a researcher.

As Zohrabi (2022) notes, involving a group of experts in the validation process is essential in strengthening the quality and credibility of the instrument. Furthermore, Bolarinwa (2021) emphasizes that a well-validated instrument is crucial for achieving reliable and generalizable results in social and educational research. Once the revised instrument has been validated by the panel, it is then prepared for pilot testing and reliability analysis.

Data Gathering Procedures

When the questionnaire was found valid and reliable, it was then reproduced according to the actual number of respondents. Before the administration of the questionnaires to the respondents, permissions were requested from the Schools Division Superintendent of the Schools Division of Iloilo and the District Supervisors in each municipality.

The questionnaires were administered by the researcher through the use of survey material. Retrieval of the results was followed as soon as the questionnaires were answered appropriately. After all, questionnaires were gathered, they were processed using the Statistical Package for Social Sciences (SPSS).

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Data Analyses

For the statistical analysis of the data, the following statistical tools were used:

Percentage. This was utilized to determine the rate index of the given variables.

Frequency. This was used to determine the personal profile of the respondents as to their age, educational attainment, position, length of service, and municipality. Likewise, this was used to determine the frequency of responses on each item of the questionnaire.

Mean. In this study, it was used to determine the employees' empowerment and commitment when taken as a whole and when classified according to age, educational attainment, position, length of service, and municipality.

Mann-Whitney U-Test. This was used to determine the significant differences in the employees' empowerment and commitment when classified according to age, length of service, and position.

Kruskal-Wallis H-Test. This was used to determine the significant differences in the employees' empowerment and commitment when classified according to educational attainment and municipality.

Spearman's rho. This was used to determine the significant relationship between employees' empowerment and commitment.

RESULTS AND DISCUSSIONS

This study was conducted to determine the employees' empowerment and commitment among schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for

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School Year 2025–2026. The respondents were administrative officers and administrative assistants of the Department of Education, who were taken as a whole and classified according to age, educational attainment, position, length of service, and municipality. The independent variables of the study were the profile characteristics of the respondents, while the dependent variables were employees' empowerment and commitment.

The study utilized a descriptive-correlational research design. A researcher-made questionnaire was used as the primary tool for gathering data. The instrument was first critiqued by the adviser and revised based on recommendations before being subjected to content validation by a panel of experts using the Eight-Point Criteria for Content Validation by Good and Scates. Reliability testing was also conducted among 30 administrative officers and administrative assistants from an adjacent congressional district of Iloilo who shared similar characteristics with the target respondents but were excluded from the final data collection.

The data gathered were organized, tabulated, and subjected to both descriptive and inferential statistical analyses. The descriptive statistics included frequency count, percentage, mean, and standard deviation, while inferential statistics consisted of the Mann–Whitney U test, Kruskal–Wallis test, and Spearman's rho. All statistical computations were carried out using the Statistical Package for the Social Sciences (SPSS). The result of significance was set at 0.05 alpha.

The study revealed that most respondents were young (30 years old and below), held a bachelor's degree, had rendered service for 10 years and below, and were largely

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administrative officers. Employees' empowerment was rated very high (M = 4.65), reflecting perceptions of fairness, opportunities for growth, trust, and involvement in organizational planning. Likewise, employees' commitment was also very high (M = 4.71), indicating strong motivation, loyalty, responsibility, and pride in being part of the institution.

Across age, educational attainment, position, length of service, and municipality, empowerment and commitment consistently remained very high. However, significant differences emerged in selected classifications, with younger and less tenured employees showing stronger empowerment and commitment. Finally, a significant positive relationship was established between empowerment and commitment, underscoring that greater empowerment enhances employees' organizational commitment.

Specifically, the study aimed to answer the following questions:

1. What is the profile of the respondents in terms of age, educational attainment, position, length of service, and municipality?
2. What is the level of employees' empowerment when taken as a whole and when classified according to age, educational attainment, position, length of service, and municipality?
3. What is the level of employees' commitment when taken as a whole and when classified according to age, educational attainment, position, length of service, and municipality?
4. Are there significant differences in the level of employees' empowerment when classified according to age, educational attainment, position, length of service, and municipality?
5. Are there significant differences in the level of employees' commitment when classified according to age, educational attainment, position, length of service, and municipality?

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6. Is there a significant relationship between employees' empowerment and commitment?

Conclusion

Based on the findings, the following conclusions were drawn:

1. Employees feel fully empowered and are confident in making decisions and taking initiative.
2. Empowerment was consistently perceived across demographic and organizational classifications, showing that all employees generally experience a strong sense of autonomy and recognition.
3. Employees consistently show strong loyalty and dedication to their work and organization.
4. Employees' level of empowerment is not determined by their age, educational attainment, position, length of service, or municipality. This means that empowerment is experienced uniformly across various categories of employees, regardless of their demographic or work-related profile.
5. Employees' commitment is not determined by their age, education, position, length of service, or municipality.
6. Employees' level of empowerment and commitment is not related with each other.

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