

Trust and Psychological Empowerment in Leadership for Teachers' Well-Being: A Moderated-Mediation Model

Luis C. Herrera, EdD^a, Eden C. Callo, EdD^{b*}

^a luis.herrera001@deped.gov.ph

^aMaster Teacher I, DepEd Del Remedio Elementary School, San Pablo City, Laguna 4002 Philippines

^bVice President for Academic Affairs, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study examined teachers' perceptions of trust, empowering leadership and psychological empowerment and their impact on well-being through a moderated-mediation model. Using a descriptive research design, data were gathered from 350 respondents in the Division of San Pablo City via online surveys. Various statistical methods, including correlation, mediation, and moderation analyses, were used to examine the relationships among the study variables. Findings revealed that teachers perceived trust, psychological empowerment, and empowering leadership as highly practiced within the schools. Furthermore, they very high their overall well-being including job satisfaction, work-life balance, and mental health was significantly enhanced by the empowering leadership and psychological empowerment fostered by their school heads. These leadership qualities created a supportive work environment that contributed to teachers' professional fulfilment, emotional well-being, and ability to maintain a healthy balance between work and personal life. Mediation analysis demonstrated that trust defined by reliability, integrity, and benevolence was a highly significant factor affecting teachers' well-being. It played a crucial role in enhancing the positive effects of empowering leadership and psychological empowerment exhibited by school leaders. Additionally, moderation analysis was conducted to assess the impact of time pressure and collectivist orientation on teachers' well-being, particularly in relation to the extent of empowering leadership and psychological empowerment highly practiced by school heads. Empowering leadership and psychological empowerment positively impact teachers' well-being, with trust playing a crucial role in strengthening these relationships. Trust fosters a supportive environment and mediates teachers' experiences. Additionally, time pressure and collectivist orientation, as moderating variables, were not found to have a significant effect on the relationship between empowering leadership or psychological empowerment and teachers' well-being. Additionally, the absence of significant interaction effects suggests that these factors do not modify the influence of empowering leadership or psychological empowerment on teachers' well-being. These findings emphasize the need for a trust-driven, empowering culture in the Division of San Pablo City.

Keywords: trust, empowering leadership, psychological empowerment, teachers' well-being

1. Introduction

Empowering leadership enhances individuals' lifestyles by acting as an intrinsic motivator, providing support, and delegating authority to promote self-leadership (Amundsen & Martinsen, 2014). Unlike other leadership styles, it involves a downward transfer of power, encouraging followers to take the lead themselves. Scholars such as Pearce et al. (2003) view empowering leadership as a unique form of self- or shared-leadership, setting it apart within leadership dynamic

Empowering leadership is promoted for fostering positive employee behaviors that benefit organizations. However, research has not thoroughly examined its impact on employee disengagement. Studies have shown that turnover and employee withdrawal are more commonly linked to other leadership styles (Ferris, 1985).

Zembylas & Papanastasiou (2005) define empowerment as teachers' involvement in decision-making related to instructional and learning methods. This empowerment, facilitated by an empowering leadership style, is expected to enhance teachers' job satisfaction by promoting their professional growth, encouraging participation in school affairs, and increasing their overall career satisfaction and quality of school life.

A fundamental theoretical concept in organizational studies, trust is defined as "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviors of another" (Bunker et al., 2004).

Trust plays a critical role in school operations, significantly impacting areas like student outcomes. In collaborative settings, trust enables positive results through collective contributions and fosters ease, confidence, and reduced anxiety among individuals. This trust is rooted in beliefs about others' integrity, openness, reliability, and competence. However, schools face challenges in building trust due to a global rise in skepticism toward institutions and leaders a concerning trend as trust is essential for fulfilling schools' educational mission (Tschannen-Moran, 2017).

Teacher well-being is crucial for the quality of educators' lives, student outcomes, and staff stability. It encompasses factors like career satisfaction and job interest, which are linked to positive work experiences and strong psychological competence. While scholars focus on promoting positive elements like engagement in schools, they also explore negative aspects, such as anxiety and exhaustion, that affect educators' well-being (Acton & Glasgow, 2015; Benevene et al., 2018).

Empowered leaders can enhance trust among employees through their actions and motivating style, fostering effective communication and relationships (Farmanesh & Zargar, 2021). This aligns with Leader-Member Exchange (LMX) theory, which plays a moderating role in university instructors' job satisfaction (Zhou et al., 2021). Given the challenges faced by Palestine's educational system, this study examines how LMX and leader trust influence job satisfaction in the academic sector. With limited research on empowered leadership in the Middle East, particularly in Palestine, this study aims to contribute to the literature by exploring the connection between well-being and empowering leadership in higher education. Critics argue that empowering leadership may be ineffective in hierarchical cultures favoring directive leadership. However, research suggests empowerment can be integrated gradually without disrupting traditions (Hofstede, 1980). A hybrid approach blending empowerment with structured guidance aligns with cultural values while fostering engagement (Yukl, 2013). Psychological empowerment can also work within hierarchies by granting task autonomy without challenging authority (Spreitzer, 1995).

Some employees prefer directive leadership for its clarity, while empowering leadership promotes autonomy. However, empowerment includes supportive guidance, not a lack of structure (Amundsen & Martinsen, 2014). Research shows it can be tailored through scaffolded autonomy, gradually increasing responsibility based on individual needs (Ryan & Deci, 2000). This ensures support for those seeking structure while enhancing motivation and job satisfaction.

This study aims to explore how empowering leadership can encourage employees to remain with the organization and reduce withdrawal behaviors. A meta-analysis by Wang, & Courtright (2011) supports the link between empowerment perceptions and reduced turnover intentions, suggesting that empowering leadership may similarly decrease employee withdrawal.

1.1 Statement of the Problem

This study aims to investigate the role of leadership empowerment and psychological empowerment in the teachers' well-being, with trust serving as a mediating variable. Additionally, it examines whether time pressure and collective orientation act as the moderating variables between leadership empowerment and psychological empowerment for teachers' well-being.

Specifically, this seek to answer the following questions:

1. What is the profile of the respondent in terms of:
 - 1.1 Age;
 - 1.2. Gender;
 - 1.3. Civil Status;
 - 1.4. Highest Educational Attainment;
 - 1.5. Designation; and
 - 1.6. Length of Service?
2. What is the extent of empowering leadership as perceived by the respondents in terms of:
 - 2.1. Support; and
 - 2.2. Delegation?
3. What is the extent psychological empowerment as perceived by the respondents as to:
 - 3.1 Sense of Control;
 - 3.2 Competence; and
 - 3.3 Impact in their Work?
4. What is the level of trust perceived by the respondents as to:
 - 4.1 Reliability;
 - 4.2 Integrity; and
 - 4.3 Benevolence?
5. What is the perceived level of teacher's well-being as to:
 - 5.1 Job Satisfaction;
 - 5.2 Work Life Balance; and
 - 5.3 Mental Health?
6. What is the extent of time pressure as perceived by the respondents as to:
 - 6.1 Workload;
 - 6.2 Time Constraints; and
 - 6.3 Emotional Exhaustion?
7. What is the extent of collectivist orientation as perceived by the respondents as to:
 - 7.1 Group Harmony;
 - 7.2 Shared Decision Making; and
 - 7.3 Collective Celebrations?
8. Does trust significantly mediate the empowering leadership of school heads and teachers' well-being?
9. Does trust significantly mediate the psychological empowerment of school heads and teachers' well-being?
10. Does time pressure significantly moderate the relationship between empowering leadership

of school heads and teachers' well-being?

11. Does time pressure significantly moderate the relationship between psychological empowerment of school heads and teachers' well-being?

12. Does collectivist orientation significantly moderate the relationship between empowering leadership of school heads and teachers' well-being?

13. Does collectivist orientation significantly moderate the relationship between psychological empowerment of school heads and teachers' well-being?

1. Methodology

This chapter provides a thorough overview of the research methodology applied in this study, covering several important aspects. It starts by offering a detailed explanation of the research design, describing the approach taken and the rationale for selecting the methods used. It outlines the process of study respondents, and demographic characteristics of the respondents, this section highlights the demographic characteristics of the respondents, covering key aspects such as age, gender, civil status, educational attainment, current designation, and length of service. These demographic variables will be thoroughly examined to offer a well-rounded understanding of the respondents' backgrounds. In addition, the chapter describes the research instruments utilized for data collection, emphasizing their reliability and validity. The data collection procedures are clearly explained to ensure both transparency and the possibility of replication. The details the statistical analysis methods used to analyze the data, specifying the methods employed to answer the research questions and test the hypotheses. This study used a survey research design systematically gathers data from a large number of participants depending on the study's goals. This method is particularly valuable for recognizing broad trends and relationships between variables, making it well-suited for research requiring extensive data collection. This approach is highly efficient for collecting large-scale data and testing complex hypotheses, particularly those involving mediation and moderation effects. Ultimately, it enhances understanding of leadership dynamics within empowering leadership, psychological empowerment, trust, time pressure, collectivist orientation, and teachers' well-being. Empowering leadership enhances individuals' lifestyles by acting as an intrinsic motivator, providing support, and delegating authority to promote self-leadership (Amundsen & Martinsen, 2014). The Spreitzer Model of Psychological Empowerment (1995) is a valuable tool for analyzing the effects of empowerment on worker motivation, output, and organizational results. This model offers a thorough framework for assessing psychological empowerment in the workplace. It is comprised the different dimensions: meaning, competence, self-determination, sense of control and influence or impact in their work. There are three distinct domains of trust: (1) reliability, consistency, and dependability of a leader's actions; (2) integrity, evaluated across several dimensions, including honesty in communication, openness in decision-making, and equitable treatment of students and staff; and (3) benevolence as authentic care, attentiveness, and supportive actions toward teachers' well-being and professional development (Tschannen-Moran, 2017). Teacher well-being is crucial for the quality of educators' lives, student outcomes, and staff stability. It encompasses factors like career satisfaction and job interest, which are linked to positive work experiences and strong psychological competence. While scholars focus on promoting positive elements like engagement in schools, they also explore negative aspects, such as anxiety and exhaustion, that affect educators' well-being (Acton & Glasgow, 2015; Benevene et al., 2018). Utilizing a moderated-mediation model, the research examined how trust mediates the relationship between empowering leadership and psychological empowerment and teachers' well-being, while time pressure and collectivist orientation moderate these dynamics. Mediation analysis determined the extent to which trust facilitated the link between empowering leadership and teacher well-being, while moderation analysis explored the effects of time pressure and collectivist orientation

on these relationships. This methodological approach provided a holistic understanding of the interplay between leadership, empowerment, and well-being, offering valuable insights into the factors that contribute to a positive school environment, teacher satisfaction, and mental health. Data were gathered through structured surveys, ensuring a consistent and reliable method for collecting responses from 350 elementary teachers in the Division of San Pablo City. These surveys incorporated validated instruments to measure leadership, trust, well-being, and the moderating influences of time pressure and collectivist orientation. The study employed a random sampling technique to select the required respondents. It utilized a sample of 300 elementary school teachers from a total population of 350 selected elementary school teachers, the majority of whom were from large and central schools and were supervised by full-fledged principals across seven districts in the Division of San Pablo City. The researcher submitted the survey questionnaire to the thesis adviser and other panel members for review, seeking corrections and suggestions to enhance its consistency and accuracy. This process included both face validation and content validation to ensure the instrument's alignment with the subject matter and the correctness of the statements. For further validation, the researcher sought content validation feedback from a panel of experts comprising, three principals, three master teachers, and two English teachers. To assess the reliability and validity of the survey instrument, the researcher plans to employ statistical techniques such as Cronbach's alpha to evaluate internal consistency and exploratory factor analysis (EFA) to examine the underlying structure of the questionnaire.

2.Results and Discussion

Table 1. Extent of Empowering Leadership as to Support in Autonomous

Indicators		Mean	SD	VI
1.	The school leader describes how each individual is unique and becomes open when it integrates with outside ideas.	4.50	0.575	VHP
2.	The school leader illuminates understanding and considers their colleagues.	4.50	0.581	VHP
3.	The school leader decides on completing tasks.	4.61	0.534	VHP
4.	The school leader works on flexibility in scheduling duties and responsibilities.	4.60	0.543	VHP
5.	The school leader prioritizes the extracurricular and personal interests of the teachers.	4.39	0.658	HP
Overall		4.52	0.490	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

The table 1 shows the extent to which school leaders exhibit empowering leadership to support autonomy. The overall findings indicate that empowering leadership is very highly practiced (VHP), with a mean score of 4.52 and a standard deviation of 0.490. Among the five indicators evaluated, four were classified as very highly practiced, while one fell under the highly practiced category.

The highest-rated indicator 3, "the school leader decides on completing tasks", received a mean score of 4.61 (SD = 0.534), followed closely by "the school leader works on flexibility in scheduling duties and responsibilities" with a mean of 4.60 (SD = 0.543). These results highlight that school leaders are proactive in decision-making and adaptable in managing responsibilities, contributing to greater teacher autonomy. Additionally, the indicators "The school leader describes how each individual is unique and becomes open when integrating with outside ideas" and "The school leader illuminates understanding and considers their colleagues" both scored 4.50, emphasizing leaders' efforts in fostering inclusivity and collaboration.

On the other hand, "the school leader prioritizes the extracurricular and personal interests of

the teachers" received a slightly lower rating (Mean = 4.39, SD = 0.658), placing it under the highly practiced (HP) category. This suggests that while school leaders acknowledge teachers' personal and extracurricular interests, these areas receive comparatively less focus than other leadership practices.

The findings indicate that school leaders in Division of San Pablo City, effectively promote autonomy through empowering leadership, particularly in decision-making, flexibility, and fostering collaboration. However, there is potential for further improvement in addressing teachers' extracurricular and personal interests to enhance their overall empowerment and well-being.

Empowering leadership involves leaders sharing power and autonomy, fostering self-leadership, and assigning greater responsibilities to subordinates by providing autonomy from bureaucratic constraints, enhancing the meaning of work, encouraging participation in decision-making, and expressing confidence in high performance (Zhang & Bartol, 2010).

Table 2. Extent of empowering leadership as to Support in Development

	Indicators	Mean	SD	VI
1.	The school leader evaluates the institutional performance to identify areas needing improvement.	4.63	0.524	VHP
2.	The school leader incorporates feedback in developing self-improvement strategies.	4.58	0.576	VHP
3.	The school leader provides continuous personal and professional advancement for the teachers.	4.57	0.554	VHP
4.	The school leader looks for fresh opportunities to develop their abilities.	4.53	0.569	VHP
5.	The school leader seeks advice from others for excellence.	4.54	0.574	VHP
	Overall	4.57	0.496	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

It can be noticed in table 2 that the school leaders exhibit empowering leadership in supporting school development programs. The overall findings reveal that empowering leadership is very highly practiced (VHP), with an average mean score of 4.57 and a standard deviation of 0.496.

The findings reveal a mean score of 4.58 (SD = 0.576), emphasizing the importance of utilizing feedback to guide development. Additionally, the indicators "the school leader provides continuous personal and professional advancement for teachers" (Mean = 4.57, SD = 0.554) and "the school leader seeks new opportunities for skill development" (Mean = 4.53, SD = 0.569) underscore the leaders' strong commitment to cultivating teacher growth and professional learning.

Furthermore, the statement "The school leader seeks advice from others to achieve excellence" received a score of 4.54 (SD = 0.574), reflecting their willingness to collaborate and pursue continuous improvement. These results indicate that school leaders actively employ strategies that enhance both institutional and professional development. Their emphasis on performance assessment, feedback utilization, and lifelong learning contributes to a dynamic and progressive educational environment.

The findings suggest that school leaders play a crucial role in fostering a culture characterized by growth, innovation, and excellence. Regardless of the area of development, it is essential that the process of decision-making significantly influences the choices or concepts that arise as a result. If the process is poorly designed, one might argue that the outcomes are invalid and inconsequential, which would imply that the foundational assumptions of the decision-making process and the needs of the client have not been adequately met (Clayton, 1992).

Table 3. Summary Table on Empowering Leadership

As to:	Mean	SD	VI
Autonomous	4.52	0.490	VHP
Development	4.57	0.496	VHP
Overall	4.54	0.493	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 3 presents a comprehensive overview of the extent to which school leaders demonstrate empowering leadership, specifically in terms of the support they provide. The analysis centers on two main indicators: autonomy and development. Results show that both aspects are perceived as being very highly practiced by respondents. The autonomy indicator recorded a mean score of 4.52 with a standard deviation of 0.490, indicating that school leaders frequently promote and support teachers' professional independence, decision-making within their roles, and initiative in instructional strategies. On the other hand, the development indicator achieved a slightly higher mean of 4.57 with a standard deviation of 0.496, highlighting the strong commitment of school leaders to fostering continuous professional growth. This includes offering mentoring, training, constructive feedback, and other forms of developmental support.

The overall mean score of 4.54 (SD = 0.493) confirms that the support aspect of empowering leadership is perceived as very prominent across the participating schools. This strong perception of support suggests that school leaders are not only facilitating an environment that empowers teachers but are also actively contributing to their growth, confidence, and motivation. Additionally, the relatively low standard deviations for both indicators indicate a high level of consistency in responses, reflecting a common and shared view of leadership practices. These findings highlight the critical role of empowering leadership of school leaders mostly in the Division of San Pablo City in promoting teacher effectiveness, job satisfaction, and positive student outcomes.

Table 4. Extent of Empowering Leadership as to Delegation in Transformational

Indicators	Mean	SD	VI
1. The school leader contributes to creating a positive and supportive school culture.	4.55	0.555	VHP
2. The school leader encourages collaboration and sharing of best practices within the school.	4.63	0.504	VHP
3. The school leader promotes a culture of teamwork and collaboration among the staff.	4.59	0.545	VHP
4. The school leader monitors and evaluates the effectiveness of instructional practices.	4.60	0.543	VHP
5. The school leader ensures that all school policies are implemented and adhered efficiently.	4.64	0.527	VHP
Overall	4.60	0.484	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

The table 4 explains the extent to which school leaders practice empowering leadership in delegation within a transformational leadership framework, evaluated through key indicators. With an overall mean score of 4.60 (SD = 0.543), and a (SD = 0.484), the results indicate that school leaders Very Highly Practice (VHP) delegation as a core component of their leadership approach. This suggests that they effectively distribute responsibilities, encourage teamwork, and enforce school policies to optimize institutional operations.

Among the individual indicators, the highest-rated aspect mean of 4.64 (SD=0.527) falls under indicator 5, pertains to ensuring the proper implementation and adherence to school policies, demonstrating the strong commitment of school leaders to governance and regulatory compliance. Following closely, the promotion of collaboration and the sharing of best practices within the school mean of 4.63 (SD=0.504) underscores the leaders' dedication to fostering a culture of cooperation and collective learning. Likewise, monitoring and assessing the effectiveness of instructional practices mean of 4.60 (SD= 0.534) highlights their emphasis on maintaining high educational standards.

The indicators further reinforce the significance of delegation in transformational leadership. Encouraging a culture of teamwork and collaboration among staff of mean 4.59 (SD=0.545) signifies the leaders' ability to establish an environment of inclusivity and shared responsibility. Additionally, building a positive and supportive school culture mean of 4.55 (SD=0.555) suggests that school leaders actively promote a nurturing atmosphere that benefits both educators and students.

The high scores indicate that school leaders effectively delegate tasks while fostering collaboration and structure. Their transformational leadership approach emphasizes empowerment, teamwork, and growth, creating an environment where shared leadership drives school success.

Empowered leaders significantly contribute to fostering trust among employees by exhibiting integrity, reliability, and an inspiring leadership approach. By delegating tasks effectively, they promote autonomy and accountability, instilling confidence and a sense of responsibility within their teams. They cultivate a supportive workplace by encouraging open and transparent communication, ensuring that employees feel acknowledged, appreciated, and respected. Strong interpersonal connections further reinforce trust, fostering collaboration, teamwork, and a harmonious work environment (Farmanesh & Zargar, 2021).

Table 5. Extent of Empowering Leadership as to Delegation in Inclusive

	Indicators	Mean	SD	VI
1.	The school leader uses activities that foster workplace cooperation, teamwork, and creativity.	4.56	0.554	VHP
2.	The school leader ensures that teachers and support personnel have clear and significant tasks and objectives.	4.63	0.523	VHP
3.	The school leader communicates and discusses most school-related issues.	4.63	0.516	VHP
4.	The school leaders and teachers share ideas about improving the school while strongly focusing on the professional development of teachers and learners.	4.58	0.546	VHP
5.	The school leader and teachers have civil discussions that reveal new areas of study by showcasing a range of viewpoints and ideas.	4.56	0.554	VHP
	Overall	4.59	0.492	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

It can be viewed that the school leaders exhibit empowering leadership in delegation within an inclusive environment. The overall findings reveal that empowering leadership is very highly practiced (VHP), with an average mean score of 4.59 and a standard deviation of 0.492. All indicators are categorized as very highly practiced, demonstrating a strong dedication to fostering teamwork, communication, and shared decision-making.

The indicators 2 and 3, the highest-rated aspects include "the school leader ensures that teachers

and support personnel have clear and significant tasks and objectives" and "the school leader communicates and discusses most school-related issues, "both receiving a mean of 4.63 (SD = 0.523 and 0.516, respectively). These results emphasize the crucial role of school leaders in ensuring role clarity and open communication within the institution.

Furthermore, the indicator "the school leaders and teachers share ideas about improving the school while strongly focusing on the professional development of teachers and learners" received a mean score of 4.58 (SD = 0.546), highlighting the collaborative efforts between leaders and educators in enhancing school operations and professional growth. Meanwhile, "The school leader uses activities that foster workplace cooperation, teamwork, and creativity" and "the school leader and teachers have civil discussions that reveal new areas of study by showcasing a range of viewpoints and ideas" both obtained a mean of 4.56 (SD = 0.554), reflecting a commitment to inclusive discussions and teamwork.

It is visible in the result that school leaders effectively delegate responsibilities, encourage collaboration, and promote open dialogue, creating an inclusive and professional school culture. These findings highlight the important role of school leaders in fostering teamwork, shared decision-making, and constructive discussions to improve school performance and support teacher development.

Table 6. Summary Table on Empowering Leadership

As to:	Mean	SD	VI
Transformational	4.60	0.484	VHP
Inclusive	4.59	0.492	VHP
Overall	4.60	0.488	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 6 summarizes the respondents' perceptions of empowering leadership, highlighting two main components: transformational and inclusive leadership. The data indicate that both aspects are perceived to be very highly practiced. Transformational leadership achieved a mean score of 4.60 with a standard deviation of 0.484, suggesting that leaders consistently exhibit behaviors such as inspiring others, creating a unified vision, and motivating their teams. Meanwhile, inclusive leadership received a mean of 4.59 and a standard deviation of 0.492, reflecting the leaders' strong commitment to fostering participation, embracing diverse viewpoints, and ensuring that everyone's input is valued.

The overall empowering leadership mean is 4.60 with a standard deviation of 0.488, placing it within the "Very Highly Practiced" category. This suggests that empowering leadership is not only firmly established within the organization but is also consistently recognized by the respondents. The relatively low standard deviations indicate a high degree of consensus among participants, pointing to a shared view of effective and empowering leadership. Such leadership practices likely enhance staff motivation, engagement, and overall performance, contributing to a more positive and inclusive work environment.

Table 7. Extent of Psychological Empowerment as to Sense of Control

Indicators	Mean	SD	VI
1. The school leader directs the methods and guidelines inside the school based on the standard policies.	4.59	0.538	VHP
2. The school leader chooses the appropriate resources and materials that best-fit teachers' and student's needs.	4.56	0.542	VHP
3. The school leader enhances the teacher's role in school.	4.59	0.526	VHP
4. The school leader leverages their influence primarily to benefit themselves, support others, and contribute to the organization's overall	4.57	0.577	VHP

success.

5. The school leader manages school operations and the environment effectively. 4.59 0.532 VHP

Overall 4.58 0.486 VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

The table 7 reflects the extent to which school leaders demonstrate psychological empowerment in terms of a sense of control. The overall results indicate that psychological empowerment is very highly practiced (VHP), with an average mean score of 4.58 and a standard deviation of 0.486. All indicators fall within the very highly practiced category, signifying that school leaders effectively exercise control over school operations, resource allocation, and decision-making to support both teachers and students.

Indicators 1,3 and 5, the highest-rated aspects include "the school leader directs the methods and guidelines inside the school based on the standard policies," "the school leader enhances the teacher's role in school," and "the school leader manages school operations and the environment effectively," each receiving a mean of 4.59 (SD = 0.538, 0.526, and 0.532, respectively). These findings highlight that school leaders play a crucial role in ensuring structured guidance, teacher empowerment, and efficient management within the school environment.

Additionally, "the school leader leverages their influence primarily to benefit themselves, support others, and contribute to the organization's overall success" received a mean of 4.57 (SD = 0.577), emphasizing the leaders' ability to utilize their authority for the collective good. Meanwhile, "The school leader chooses the appropriate resources and materials that best fit teachers' and students' needs" obtained a mean score of 4.56 (SD = 0.542), underscoring the importance of strategic resource allocation to enhance learning and teaching experiences. The results propose that school leaders demonstrate strong control and decision-making capabilities, ensuring structured policies, effective resource distribution, and a supportive school environment. Their ability to empower teachers and manage school operations effectively contributes to a well-organized and thriving educational institution.

Paulhus (1983) defines domain-specific perceived sense of control as an individual's belief in their capacity to impact and manage various aspects of life, such as work-related duties, family relationships, and socio-political settings. This perception is essential in shaping one's confidence, decision-making abilities, and overall sense of self-efficacy across different life domains. When individuals feel they have control over these areas, they are more likely to develop a stronger sense of autonomy, motivation, and well-being, ultimately fostering both personal and professional development.

Table 8. Extent of Psychological Empowerment as to Competence

Indicators	Mean	SD	VI
1. The school leader tackles work responsibilities among colleagues enthusiastically.	4.59	0.544	VHP
2. The school leader dedicates themselves to the organization or job role to increase productivity.	4.65	0.513	VHP
3. The school leader leads an impact to the organization and society.	4.60	0.543	VHP
4. The school leader works to collaborate and communicate effectively with the team members.	4.56	0.554	VHP
5. The school leader provides the workplace resources, including equipment, assistance, and training needed to perform	4.57	0.566	VHP
Overall	4.59	0.494	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

The table 8 represents the level of psychological empowerment in terms of competence among school leaders. It highlights key indicators that measure the extent to which school leaders exhibit competence in their professional roles. The table provides mean scores, standard deviations (SD), and verbal interpretations (VI) for each indicator, along with an overall assessment.

The results indicate that school leaders demonstrate a very high degree of competence in their responsibilities, as all indicators fall within the "Very Highly Practiced" (VHP) category, with overall mean score of 4.59 and standard deviation of 0.494. Indicator 2 registered the highest among all indicators, reflecting the school leader's dedication to the organization or job role in enhancing productivity, with a mean score of 4.65 (SD = 0.513). This suggests that school leaders are deeply committed to their roles and strive to improve efficiency. Following closely, the indicator measuring the school leader's impact on the organization and society received a mean score of 4.60 (SD = 0.543), reflecting their significant contributions to their institutions and communities.

School leaders were rated highly for their enthusiasm in handling work responsibilities among colleagues, with a mean score of 4.59 (SD = 0.544), demonstrating their proactive and motivated work ethic. The ability to collaborate and communicate effectively with team members also received a high rating (Mean = 4.56, SD = 0.554), highlighting their strong teamwork and interpersonal skills. Lastly, their role in providing essential workplace resources, such as equipment, assistance, and training, scored 4.57 (SD = 0.566), indicating their active involvement in ensuring that necessary tools and supports are available for their teams.

A mean score of 4.59 (SD = 0.494), the findings confirm that school leaders exhibit a very high level of psychological empowerment in terms of competence. These results highlight their expertise, commitment, and effectiveness in fulfilling their roles, which positively impact both their organizations and the broader community. The consistently high scores across all indicators underscore the essential role of leadership competence in creating a supportive and productive educational environment.

Research in school and other organizational contexts supports this view, showing that psychological empowerment and trust mediate the relationship between leader behaviors and outcomes such as organizational citizenship behavior, employee competence, commitment, and intention to quit (Karacabey & Bozkus, 2018; Boonyarit et al., 2010).

Table 9. Extent of Psychological Empowerment as to Impact to their Work

Indicators		Mean	SD	VI
1.	The school leader's personality affects team dynamics and community relations.	4.55	0.555	VHP
2.	The school leader motivates to improve the performance of teachers and students.	4.57	0.559	VHP
3.	The school leader promotes a positive school climate that supports staff well-being.	4.53	0.586	VHP
4.	The school leader takes action primarily to benefit oneself, others, or the organization's success.	4.58	0.534	VHP
5.	The school leaders make adjustments to the work of the educational setting for a better workplace.	4.56	0.548	VHP
Overall		4.56	0.505	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 9 demonstrates the extent of psychological empowerment among school leaders concerning their impact on their work. It assesses the indicators that measure how school leaders influence their teams, the school environment, and overall workplace dynamics. The table provides mean

scores, standard deviations (SD), and verbal interpretations (VI) for each indicator, along with an overall evaluation of their psychological empowerment in this domain.

It can be viewed that school leaders have a significant impact on their work, as all indicators fall under the "Very Highly Practiced" (VHP) category, with mean scores ranging from 4.53 to 4.58. Among the assessed aspects, the highest indicator "is the ability of school leaders to take action primarily for the benefit of themselves, others, or the organization", earning a mean score of 4.58 (SD = 0.534). It is visible in the result that school leaders are decisive and proactive, ensuring that their actions contribute to both personal and organizational success. Following closely, the indicator assessing a school leader's motivation to enhance the performance of teachers and students achieved a mean score of 4.57 (SD = 0.559), underscoring their role in fostering professional growth and academic excellence.

The ability of school leaders to make necessary adjustments in the educational setting to create a better workplace received a mean score of 4.56 (SD = 0.548), emphasizing their adaptability and commitment to improving working conditions. The influence of a school leader's personality on team dynamics and community relations was also highly rated, with a mean score of 4.55 (SD = 0.555), highlighting the importance of leadership traits in promoting collaboration and strengthening relationships. Lastly, the indicator related to school leaders fostering a positive school climate that supports staff well-being received the lowest, yet still notably high, rating of 4.53 (SD = 0.586). While this displays that leaders play a crucial role in maintaining a supportive work environment, additional factors may also contribute to staff well-being.

The mean score of 4.56 (SD = 0.505) affirms that school leaders exhibit a very high practiced (VHP) of psychological empowerment in terms of their impact on their work. These results highlight the essential role of school leaders in shaping a positive workplace culture, enhancing teacher and student performance, and fostering a supportive school climate. The consistently high ratings across all indicators reinforce the idea that effective leadership is a key driver of success within educational institutions.

Self-initiated proactive behavior a process in which workers generate, create, develop, apply, promote, realize, and modify new ideas in order to improve work role performance as an impact to their work characterized as creative behavior by de Jong and den Hartog (2005) and Konermann (2012).

Table 10. Summary Table on Psychological Empowerment

Indicators	Mean	SD	VI
Sense of Control	4.58	0.486	VHP
Competence	4.59	0.494	VHP
Impact in their Work	4.56	0.505	VHP
Overall	4.56	0.505	VHP

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 10 presents a comprehensive account of how teachers perceive their own psychological empowerment in the workplace, using a five-point Likert scale where 1.0 corresponds to "Not at all Practiced" and 5.0 to "Very Highly Practiced." The table evaluates three closely related dimensions of empowerment Sense of Control, Competence, and Impact in Their Work each shedding light on a different facet of teachers' felt empowerment.

Sense of Control (M = 4.58, SD = 0.486): Scoring firmly in the "Very Highly Practiced" range, this dimension indicates that teachers overwhelmingly feel empowered to shape their classroom environments. They report significant freedom in selecting teaching strategies, managing student behavior, and structuring their daily routines. The small variability in responses suggests this strong sense of autonomy is shared broadly across the faculty rather than confined to a few individuals.

Competence (M = 4.59, SD = 0.494): With the highest mean of the three indicators, this score

reveals that teachers have a robust confidence in their professional abilities. They believe they possess the requisite skills, knowledge, and resources to meet both everyday demands and unexpected challenges. The tight clustering of scores underscores a widespread perception that ongoing training, constructive feedback, and material support effectively strengthen their sense of efficacy.

Impact in Their Work ($M = 4.56$, $SD = 0.505$): Also landing within the “Very Highly Practiced” category, this dimension shows that teachers firmly believe their efforts lead to significant outcomes whether by advancing student learning, enriching school culture, or furthering institutional goals. Although there is slightly more dispersion in responses, the overall consensus is overwhelmingly positive.

When aggregated, these three measures yield an Overall Psychological Empowerment score of 4.56 ($SD = 0.505$), highlighting that teachers across the surveyed schools mostly in teacher in Division of San Pablo City experience exceptionally very high levels of empowerment. Beyond the numerical values, these consistently strong ratings point to school environments that effectively foster teacher autonomy, build professional competence, and cultivate a sense of meaningful impact conditions that together underpin sustained motivation, resilience, and commitment to both personal growth and student achievement.

Table 11. Level of Trust as to Reliability

Indicators		Mean	SD	VI
1.	The school leader's interactions with personnel are thoughtful and courteous.	4.49	0.620	H
2.	The school leader believes in the values of input and contributions to the school of the teachers.	4.57	0.577	VH
3.	The school leader demonstrates trustworthiness and tries to comprehend the requirements of both staff and pupils.	4.55	0.590	VH
4.	The school leader is approachable and easy to talk to when I have concerns.	4.50	0.631	VH
5.	The school leader builds strong, caring relationships with the staff.	4.53	0.603	VH
Overall		4.53	0.557	VH

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Slightly High); 2.50-3.49 (Moderately High); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 11 presents the level of trust in school leaders concerning their reliability. It evaluates five key indicators that assess how school leaders foster trustworthiness and dependability in their interactions with staff and personnel.

The findings indicate that school leaders generally exhibit a very high level of trustworthiness and reliability, with an overall mean score of 4.53 ($SD = 0.557$), classified as “Very High” (VH). Among the individual indicators, the highest indicator falls under indicator 2 “is the belief of school leaders in the value of teachers’ input and contributions to the school”, which received a mean score of 4.57 ($SD = 0.577$). This imply that school leaders recognize and appreciate the importance of teacher participation in decision making and school development, reinforcing a collaborative and trust-based leadership approach. Following closely, the indicator stating that school leaders demonstrate trustworthiness and strive to understand the needs of both staff and pupils obtained a mean score of 4.55 ($SD = 0.590$), highlighting their commitment to fostering an inclusive and supportive school environment.

The ability of school leaders to build strong and caring relationships with staff was highly rated, with a mean score of 4.53 ($SD = 0.603$). This emphasizes the significance of interpersonal connections in strengthening trust and reliability within the educational setting. The indicator assessing the approachability of school leaders and their willingness to listen to concerns received a mean score of

4.50 (SD = 0.631), reflecting their openness to communication and problem-solving. However, the indicator measuring the thoughtfulness and courteousness of school leaders in their interactions with personnel had the lowest mean score of 4.49 (SD = 0.620), falling under the "High" (H) category. While still a positive rating, this suggests that there is slight room for improvement in ensuring that all interactions consistently reflect a high level of attentiveness and respect.

The results propose that the school leaders play a vital role in fostering trust and reliability within their institutions. The consistently high ratings across most indicators indicate that school leaders are perceived as dependable, supportive, and appreciative of their staff's contributions. This trust-based leadership approach helps create a positive school climate, encourages collaboration, and enhances overall workplace relationships. However, while the findings are largely positive, continued efforts to maintain and further strengthen trust through consistent, thoughtful interactions may contribute to even greater levels of confidence and reliability among school personnel.

Table 12. Level of Trust as to Integrity

Indicators		Mean	SD	VI
1.	The school leader is dependable when managing the school and maintaining its reputation.	4.57	0.547	VH
2.	The school leader and I trust in effectively balancing the needs of staff, students, and the school.	4.55	0.549	VH
3.	The school leader has earned trust through morale principle and consistent decision-making.	4.55	0.561	VH
4.	The school leader and I work confidently, on any task that impacts well-being and job satisfaction.	4.55	0.561	VH
5.	The school leadership fosters a sense of security and trust among the staff.	4.55	0.579	VH
Overall		4.56	0.523	HV

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Slightly High); 2.50-3.49 (Moderately High); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 12 illustrates respondents' perceptions of the Level of Trust as to Integrity in school leaders. The results reveal a very high degree of trust, with an overall mean score of 4.56 (SD = 0.523), indicating that school leaders are widely seen as trustworthy and capable of managing their schools effectively. The highest-rated indicator highlights that school leaders are dependable in managing the school and maintaining its reputation (M = 4.57, SD = 0.547), suggesting that respondents strongly believe in their reliability and ability to uphold the institution's credibility.

Other indicators, with a mean of 4.55, further reinforce the positive perception of school leaders' integrity. Specifically, respondents trust that school leaders can effectively balance the needs of staff, students, and the school (SD = 0.549), reflecting their fairness and attentiveness to stakeholders. Additionally, school leaders are seen as individuals who earn trust through moral principles and consistent decision-making (SD = 0.561), emphasizing the importance of ethical leadership in fostering trust.

Moreover, respondents expressed confidence in working collaboratively with their school leaders on matters that impact well-being and job satisfaction (SD = 0.561), indicating a strong professional relationship based on trust and shared objectives. Lastly, the belief that school leadership fosters a sense of security and trust among staff (SD = 0.579) underscores the role of school leaders in creating a psychologically safe and supportive work environment.

The relatively low standard deviations across all indicators suggest a high level of agreement among respondents, reinforcing the consistency of their perceptions. Overall, these findings highlight the crucial role of school leaders in cultivating an environment built on integrity and trust, which positively

influences school climate, staff morale, and institutional reputation.

Table 13. Level of Trust as to Benevolence

	Indicators	Mean	SD	VI
1.	The school leader bases conclusions on careful consideration of the available data and analysis for the teachers.	4.54	0.568	VH
2.	The school leader constantly exhibits honesty in overseeing school operations.	4.55	0.567	VH
3.	The school leader makes unbiased decisions when resolving conflicts.	4.51	0.575	VH
4.	The school leader consistently meets deadlines and fulfills their responsibilities in goodwill.	4.59	0.531	VH
5.	The school leader effectively leads the school in academic and administrative matters with kindness.	4.58	0.570	VH
	Overall	4.56	0.511	VH

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Slightly High); 2.50-3.49 (Moderately High); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 13 illustrates the respondents' perceptions regarding the Level of Trust in Benevolence among school leaders. The overall mean score of 4.56 (SD = 0.511) signifies a very high level of trust, indicating that school leaders are widely regarded as compassionate, fair, and genuinely concerned about the well-being of teachers and staff. Among the various indicators, the highest valued statement affirms that school leaders consistently meet deadlines and carry out their responsibilities with goodwill (M = 4.59, SD = 0.531). This suggests that school leaders are seen as dependable professionals who fulfill their duties with dedication and sincerity.

Following closely, the second highest valued indicator highlights that school leaders effectively manage academic and administrative affairs with kindness (M = 4.58, SD = 0.570). This reinforces the idea that strong leadership can be balanced with empathy and consideration. Similarly, the statement that school leaders exhibit honesty in overseeing school operations (M = 4.55, SD = 0.567) underscores the significance of integrity in leadership, contributing to the perception of benevolence. Furthermore, the belief that school leaders make decisions based on careful analysis of data and available information for teachers (M = 4.54, SD = 0.568) suggests that respondents value evidence-based, thoughtful decision-making that prioritizes the needs of educators.

The indicator 3 stating that school leaders make impartial decisions in conflict resolution (M = 4.51, SD = 0.575) reflects their ability to uphold fairness and objectivity, essential qualities in building trust. The relatively low standard deviations across all items suggest a strong level of agreement among respondents, reinforcing the consistency of these perspectives.

These results highlight the importance of benevolence in school leadership. Leaders who are perceived as fair, kind, and committed to ethical decision-making cultivate a strong sense of trust within the school community. This, in turn, enhances teacher morale and job satisfaction while fostering a positive and supportive school climate that benefits both educators and students.

This trust is rooted in beliefs about others' integrity, openness, reliability, benevolence and competence. However, schools face challenges in building trust due to a global rise in skepticism toward institutions and leaders concerning trend as trust is essential for fulfilling schools' educational mission (Tschannen-Moran, 2017).

Table 14. Summary Table on the Level of Trust

As to:	Mean	SD	VI
Reliability	4.53	0.557	VH
Integrity	4.56	0.523	VH
Benevolence	4.56	0.511	VH
Overall	4.55	0.530	VH

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Slightly High); 2.50-3.49 (Moderately High); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 14 provides a summary of the level of trust measured across three main dimensions: Reliability, Integrity, and Benevolence. It presents the corresponding mean scores, standard deviations, and verbal interpretations for each dimension, along with an overall trust score.

The results show that Reliability achieved a mean score of 4.53 with a standard deviation of 0.557, indicating that respondents perceive the subject as highly reliable, consistently honoring commitments and meeting expectations. The relatively small standard deviation suggests strong consensus among respondents.

Likewise, Integrity recorded a slightly higher mean of 4.56 and a standard deviation of 0.523, reflecting a very high level of perceived integrity. This implies that the subject is widely seen as ethical, honest, and principled. The low variability in responses further supports the consistency of this perception.

The Benevolence dimension also scored a mean of 4.56, matching Integrity, and had the lowest standard deviation of 0.511 among the three. This suggests that respondents strongly believe the subject demonstrates goodwill, care, and acts in their best interest. The minimal variation highlights a shared view of benevolence among participants.

Overall, the composite mean score across all dimensions is 4.55 with a standard deviation of 0.530, placing it firmly within the Very High category (4.50–5.00). This indicates that respondents collectively hold a very high level of trust in the subject, underpinned by consistently strong perceptions of reliability, integrity, and benevolence. The uniformity in the standard deviations further signifies widespread agreement regarding the subject's trustworthiness in the Division of San Pablo City, Laguna.

In summary, the findings indicate that the subject commands a strong and consistently high level of trust across all dimensions. These results underscore the subject's notable ability to inspire confidence through dependable actions, ethical behavior, and genuine concern for others.

Table 15. Level of Teacher's Well-Being as to Job Satisfaction

Indicators	Mean	SD	VI
1. I am satisfied with my current teaching position and feel proud to be a teacher.	4.62	0.545	VH
2. I have a good working relationship with my fellow teachers.	4.69	0.510	VH
3. The working environment at my school is secure and welcoming.	4.65	0.538	VH
4. There is a positive atmosphere of collaboration among teachers in my school to improve my teaching skills.	4.66	0.528	VH
5. There are clear and accessible opportunities for career advancement contributing to my professional growth and satisfaction.	4.60	0.549	VH
Overall	4.64	0.471	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 15 illustrates the respondents' perceptions of the Level of Teacher's Well-Being in Relation to Job Satisfaction. The overall mean score of 4.64 (SD = 0.471) falls within the "Very High"

category, indicating that teachers generally experience high levels of job satisfaction, feeling fulfilled and content in their profession.

Among the specific indicators, indicator 2 the highest measured statement highlights that teachers have positive working relationships with their colleagues ($M = 4.69$, $SD = 0.510$), emphasizing the significant role of collegiality and professional interactions in enhancing well-being. Following closely, respondents strongly agreed that a collaborative school atmosphere contributes to the improvement of teaching skills ($M = 4.66$, $SD = 0.528$), underlining the importance of teamwork and a supportive work environment in fostering professional growth and job satisfaction.

Teachers affirmed that their work environment is safe and welcoming ($M = 4.65$, $SD = 0.538$), reinforcing the idea that a secure and inclusive school setting positively impacts well-being. The statement that teachers feel satisfied with their current position and take pride in their profession ($M = 4.62$, $SD = 0.545$) further reflects their dedication and enthusiasm for teaching. Furthermore, the availability of clear and accessible career advancement opportunities ($M = 4.60$, $SD = 0.549$) indicates that professional growth prospects contribute to sustained job satisfaction.

The relatively low standard deviations across all indicators indicate a high level of consistency and agreement among respondents regarding their perceptions of job satisfaction. The findings highlight the crucial role of a supportive, cooperative, and development-focused school environment in promoting teacher well-being. A workplace characterized by strong peer connections, opportunities for professional advancement, and a positive culture significantly enhances job satisfaction, ultimately leading to greater motivation, job retention, and teaching effectiveness.

According to Seibert et al. (1999), job satisfaction is the sense of fulfillment and achievement that comes from one's job and professional life. Recent trends have distorted the conceptual structure and perception of career and job satisfaction. These trends include increased job market instability, insecurity, career uncertainty, and difficulty obtaining objective and desirable work-related outcomes (Stauffer et al., 2018).

Table 16. Level of Teacher's Well-Being as to Work Life Balance

Indicators		Mean	SD	VI
1.	I establish clear boundaries between work hours and personal time.	4.53	0.603	VH
2.	I focus on important tasks and delegate when possible.	4.59	0.563	VH
3.	I take regular breaks during work to improve my focus and productivity.	4.50	0.598	VH
4.	I spend sufficient time and energy after work to engage in personal interests and have quality time with my family and friends	4.51	0.615	VH
5.	I balance work and personal life to reduce stress and prevent burnout.	4.53	0.614	VH
Overall		4.53	0.532	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 16 shows the respondents' views on the Level of Teacher's Well-Being in Relation to Work-Life Balance. The overall mean score of 4.53 ($SD = 0.532$), classified as "Very High," point to that teachers effectively balance their professional responsibilities with personal activities, ensuring a healthy and fulfilling work-life dynamic.

Indicator 2, the highest computed statement highlights that teachers prioritize essential tasks and delegate when necessary ($M = 4.59$, $SD = 0.563$). This implies that they adopt efficient work management strategies, which help reduce stress and improve productivity. Additionally, the importance of taking regular breaks to enhance focus and performance ($M = 4.50$, $SD = 0.598$) is evident, reinforcing the value of both mental and physical well-being in sustaining professional effectiveness.

Teachers also strongly agreed that they establish clear boundaries between work and personal life ($M = 4.53$, $SD = 0.603$), demonstrating their commitment to preventing burnout and maintaining

personal time. Similarly, respondents expressed that they dedicate time and energy outside of work to personal interests and quality time with family and friends ($M = 4.51$, $SD = 0.615$). This finding emphasizes the role of social connections and personal fulfillment in achieving a well-rounded and satisfying life. Furthermore, the statement that teachers maintain a balance between work and personal life to reduce stress and prevent burnout ($M = 4.53$, $SD = 0.614$) highlights their awareness of the need for self-care and stress management strategies.

The consistency of responses, as indicated by the relatively low standard deviations across all indicators, suggests strong agreement among the teachers. In summary, these findings underscore the importance of effective time management, self-care, and maintaining boundaries between work and personal life in fostering a sustainable and rewarding teaching career. Educational institutions can further support teachers by implementing policies that promote manageable workloads, scheduled breaks, and professional development programs that encourage a well-balanced lifestyle.

Proactive employees actively engage in maintaining a healthy work-life balance and demonstrate superior coping behaviors, enabling them to anticipate and mitigate potential challenges before they arise. Their proactive approach involves being vigilant in identifying issues early and taking the initiative to implement positive changes that enhance working conditions, improve efficiency, and promote overall job satisfaction. By actively shaping their work balance to meet their professional and personal needs, proactive employees not only contribute to better work outcomes but also sustain high levels of motivation and fulfillment in their roles (Bateman & Crant, 1993).

Table 17. Level of Teacher's Well-Being as to Mental Health

Indicators		Mean	SD	VI
1.	I energize and refresh by the end of the workday.	4.45	0.675	H
2.	I feel ease at ease while teaching or moving around the school.	4.56	0.573	VH
3.	I stay steady even during challenging situations at school.	4.50	0.575	VH
4.	I build positive connections and socialize with colleagues and students.	4.61	0.527	VH
5.	I maintain positive thoughts about myself and my teaching abilities.	4.61	0.553	VH
Overall		4.55	0.511	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 17 reflects the respondents' perspectives on the Level of Teacher's Well-Being in Relation to Mental Health. With an overall mean score of 4.55 ($SD = 0.511$), which falls under the "Very High" category, the findings give the idea that teachers generally experience positive mental well-being while fulfilling their professional duties. This indicates that educators feel emotionally secure, resilient, and well-supported in their work environment.

The indicator 4, the highest calculated responses highlight the significance of building positive connections with colleagues and students ($M = 4.61$, $SD = 0.527$). Maintaining an optimistic outlook on oneself and teaching abilities ($M = 4.61$, $SD = 0.553$). These results underscore the vital role that healthy interpersonal relationships play in fostering a positive mindset and emotional stability among teachers. Meaningful social interactions with both peers and students not only contribute to a sense of belonging but also enhance job satisfaction and overall well-being.

Teachers expressed strong agreement with the statement that they feel comfortable while teaching or moving around the school ($M = 4.56$, $SD = 0.573$), suggesting that their work environment is safe and supportive, enabling them to perform their responsibilities with confidence. Another important finding is that teachers remain steady even when facing challenges at school ($M = 4.50$, $SD = 0.575$), reflecting their emotional resilience and capacity to handle stress. However, the lowest-rated indicator, feeling re-energized by the end of the workday ($M = 4.45$, $SD = 0.675$), still falls within the "High"

category but suggests that some teachers may experience fatigue and could benefit from stress management initiatives or additional support systems.

The low standard deviations across all indicators indicate a strong consensus among respondents, reinforcing the reliability of these perceptions. Overall, these findings emphasize the importance of a supportive work environment, strong social networks, and emotional resilience in maintaining teachers' mental well-being. Schools can enhance teacher well-being by promoting open communication, providing mental health resources, and fostering a culture of appreciation and mutual support. Furthermore, ensuring that teachers have access to opportunities for relaxation, professional development, and a balanced workload can significantly contribute to their long-term mental and emotional well-being.

From the perspective of self-determination theory (SDT), work engagement is a sign of intrinsic encouragement and is linked to benevolence outcomes for teachers and students (Bakker and Bal, 2010). Teachers who are actively involved in their profession are not only capable of handling the complex obstacles of their workload, but they also exhibit the energy and efficiency necessary to complete task as a sign of good mental health.

Table 18. Summary Table on Perceived Level of Teacher's Well-Being

As to:	Mean	SD	VI
Job Satisfaction	4.64	0.471	VH
Work Life Balance	4.53	0.532	VH
Mental Health	4.55	0.511	VH
Overall	4.57	0.505	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 18 presents a summary of teachers' perceived well-being, evaluated across three main dimensions: Job Satisfaction, Work-Life Balance, and Mental Health. The table outlines the mean scores, standard deviations, and verbal interpretations for each dimension, along with an overall measure of well-being.

The findings show that Job Satisfaction achieved the highest mean score of 4.64, accompanied by a standard deviation of 0.471. This indicates that teachers feel a very high level of satisfaction with their work, suggesting a deep sense of fulfillment and contentment in their professional duties. The relatively low standard deviation signals strong agreement among respondents.

Work-Life Balance reported a mean score of 4.53 and a standard deviation of 0.532, signifying a very high perception of teachers' ability to balance professional responsibilities with personal life. Although the standard deviation is slightly higher than that of Job Satisfaction, the responses still demonstrate considerable consistency, indicating broad agreement that teachers can effectively manage their work and personal obligations.

For Mental Health, the mean score was 4.55, with a standard deviation of 0.511, also placing it firmly in the very high category. This suggests that teachers generally view their mental health as strong, encompassing positive emotional well-being, resilience, and psychological stability. Again, the low variability highlights a shared perception among respondents.

The overall composite mean is 4.57, with a standard deviation of 0.505, categorizing the overall well-being of teachers as very high (4.50–5.00). This result reflects a consistently positive perception across all dimensions job satisfaction, work-life balance, and mental health. The uniformity of the low standard deviations further emphasizes a high level of consensus in the respondents' evaluations.

In summary, the results demonstrate that teachers in Division in San Pablo City perceive themselves as enjoying a consistently high level of well-being. These findings underscore that teachers are highly satisfied with their work, effectively juggle their personal and professional lives, and maintain

positive mental health all of which contribute to their ability to perform well in their roles while sustaining personal fulfillment.

Table 19. Extent of Time Pressure as to Workload

Indicators		Mean	SD	VI
1.	As a teacher, I am required to make complex problem-solving in the work place.	4.50	0.636	VH
2.	As a teacher, I implement the various aspects of lesson planning, student assessment, and classroom management.	4.69	0.479	VH
3.	As a teacher, I must work efficiently with limited time frames, affecting job satisfaction and well-being.	4.64	0.534	VH
4.	As a teacher, I am equipped to handle unexpected disruptions while maintaining a high teaching quality.	4.62	0.519	VH
5.	As a teacher, I am capable of balancing quality and timeliness when meeting deadlines.	4.61	0.527	VH
Overall		4.61	0.474	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 19 illustrates the respondents' perspectives on the extent of time pressure related to workload. The overall mean score of 4.61 (SD = 0.474), classified as "Very High," signifies that teachers face substantial time constraints while managing their tasks. Despite these challenges, they demonstrate remarkable adaptability and efficiency in fulfilling their duties, suggesting that educators can meet professional expectations without compromising the quality of their work.

Indicator 2, the highest-rated statement emphasizes that teachers carry out various responsibilities, including lesson planning, student assessment, and classroom management (M = 4.69, SD = 0.479). This finding highlights their active engagement in multiple professional obligations, underscoring their commitment to delivering quality education and supporting student development. Similarly, teachers strongly agreed that they must work efficiently under tight time constraints, which impacts job satisfaction and well-being (M = 4.64, SD = 0.534). This reflects the intense time pressures inherent in the teaching profession and their potential effects on productivity and overall job fulfillment.

Respondents affirmed their ability to handle unexpected classroom disruptions while maintaining high teaching standards (M = 4.62, SD = 0.519). This proposes that educators possess strong problem-solving skills and adaptability, enabling them to effectively manage challenges in their work environment. Moreover, teachers expressed confidence in their ability to balance quality and timeliness when meeting deadlines (M = 4.61, SD = 0.527), demonstrating effective task prioritization and workload management. The lowest-rated but still highly agreed-upon indicator concerns the requirement for teachers to engage in complex problem-solving at work (M = 4.50, SD = 0.636). While this confirms their recognition of the importance of problem-solving, it also suggests that critical decision-making responsibilities can contribute to additional stress.

The low standard deviations across all indicators indicate a strong consensus among respondents regarding their experiences of time pressure. These findings reinforce the demanding nature of the teaching profession, as educators must juggle multiple responsibilities, adhere to strict deadlines, and navigate unforeseen challenges while maintaining instructional quality. To support teachers, schools and educational institutions can implement time management training, better workload distribution strategies, and additional resources to alleviate the pressures of time constraints. Promoting a balanced and supportive work environment can significantly enhance teachers' well-being and long-term effectiveness in the profession.

Work load and the extent of one's own interest in one's work were central to one of the first

psychological definitions of engagement (Kahn 1990). Later studies mostly concentrated on disease and burnout, but they were also urged to consider good results (Seligman and Csikszentmihalyi 2000). After then, the idea of engagement was taken back and included into the more comprehensive operationalization of work load as a separate and beneficial type of wellbeing in addition to burnout (Schaufeli et al. 2002).

Table 20. Extent of Time Pressure as to Time Constraints

Indicators		Mean	SD	VI
1.	As a teacher, the support from school administration could help alleviate my work performance.	4.67	0.491	VH
2.	As a teacher, I employ strategies to manage my time effectively in my teaching role.	4.68	0.489	VH
3.	As a teacher, the impact manifested to me the effectiveness of being a teacher under time pressure.	4.61	0.514	VH
4.	As teacher, the administrator emphasizes the importance of period allocation in my work prioritizing the students' learning.	4.64	0.546	VH
5.	As a teacher, the administrator considers the flexibility of events in all situations, considering the benefits of teachers and students.	4.64	0.551	VH
Overall		4.65	0.462	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

As shown in Table 20, the respondents' perceptions regarding the Extent of Time Pressure in Relation to Time Constraints. The overall mean score of 4.65 (SD = 0.462), classified as "Very High," teachers experience notable time constraints in their profession. However, despite these challenges, they actively adopt strategies to manage their time efficiently and emphasize the significance of administrative support in alleviating workload pressures. This implies that while time-related demands exist, teachers remain proactive in addressing them and depend on institutional assistance to sustain their performance.

Indicator 2 the highest valued statement highlights that teachers implement strategies to manage their time effectively in their teaching responsibilities (M = 4.68, SD = 0.489). This demonstrates educators' ability to apply time management techniques to efficiently carry out their duties. Following closely, teachers strongly agreed that support from school administration can help ease work-related challenges (M = 4.67, SD = 0.491). This finding underscores the essential role of administrative support in minimizing time-related stress and promoting a manageable workload for educators.

Furthermore, respondents acknowledged that time constraints impact their effectiveness as teachers working under pressure (M = 4.61, SD = 0.514). Despite experiencing significant time limitations, teachers make continuous efforts to maintain their effectiveness in the classroom. They recognized that school administrators emphasize the importance of proper time allocation to prioritize student learning (M = 4.64, SD = 0.546). This highlights the role of school leadership in structuring schedules to enhance instructional efficiency while minimizing unnecessary time-related burdens. Similarly, teachers agreed that administrators consider the flexibility of events to accommodate the needs of both educators and students (M = 4.64, SD = 0.551). This suggests that school leadership values adaptability in scheduling and decision-making, contributing to a more supportive and efficient educational environment.

The relatively low standard deviations across all indicators reflect a strong level of agreement among respondents, reinforcing the shared understanding of time constraints and the need for both individual and institutional strategies to address them. Overall, these findings highlight the importance of ongoing support for teachers in time management, flexible scheduling when feasible, and administrative

policies that align with educators' well-being. By creating a supportive work environment and equipping teachers with effective time management resources, schools can help reduce the impact of time pressure and enhance overall teaching efficiency.

Time is crucial in understanding teachers' instructional decisions. Teachers who experience lower levels of work pressure tend to be more self-driven in their teaching, often adopting student-centered approaches that allow greater flexibility in learning (Pelletier et al., 2002). Due to the complex nature of cognitively activating instruction, adequate time allocation is essential for its successful implementation. Research has shown that teachers' perceptions of time constraints can hinder their decisions to use Cognitive Activation Strategies (CAS) (e.g., Newman et al., 2004).

Table 21. Extent of Time Pressure as to Emotional Exhaustion

Indicators	Mean	SD	VI
1. As a teacher, my school leader strongly supports me, enhancing my emotional resilience.	4.48	0.620	VH
2. As a teacher, my positive emotional state enhances my interactions with students and colleagues.	4.60	0.573	VH
3. As a teacher, I am fulfilled after a day of teaching.	4.58	0.558	VH
4. As a teacher, I engage and connect with my students and teaching responsibilities.	4.68	0.494	VH
5. As a teacher, I experience a strong sense of emotional well-being in my teaching role.	4.64	0.559	VH
Overall	4.60	0.494	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 21 shows the respondents' perspectives on the Extent of Time Pressure in Relation to Emotional Exhaustion. With an overall mean score of 4.60 (SD = 0.494), classified as "Very High," the findings give the impression that despite experiencing time constraints, teachers generally maintain a positive sense of emotional well-being. This implies that while their profession demands significant effort, they are able to uphold emotional resilience through strong support systems, active engagement in their roles, and a sense of fulfillment in their work.

The indicator 4 stands the highest statement that the teachers actively engage and build strong connections with their students and teaching responsibilities (M = 4.68, SD = 0.494). This underscores their deep emotional investment in their profession and highlights the role of meaningful student-teacher interactions in enhancing their overall well-being. Furthermore, respondents are very high, that they experience a sense of emotional well-being in their teaching roles (M = 4.64, SD = 0.559). Despite time-related pressures, educators still derive emotional satisfaction from their work, which helps them manage stress and prevent burnout.

Additionally, teachers acknowledged that a positive emotional state improves their interactions with both students and colleagues (M = 4.60, SD = 0.573). This indicates that maintaining an optimistic outlook contributes to fostering supportive relationships within the school community. Similarly, teachers reported that they feel a sense of fulfillment after a day of teaching (M = 4.58, SD = 0.558), suggesting that the intrinsic rewards of their profession counterbalance its demands. The lowest-rated, yet still highly agreed-upon statement, emphasizes that school leaders play a crucial role in providing support, enhancing teachers' emotional resilience (M = 4.48, SD = 0.620). This finding highlights the importance of effective leadership in creating a positive work environment and ensuring teachers feel valued and supported.

The low SD across all indicators indicate a high level of consistency in teachers' responses, reinforcing the shared perception that they can maintain emotional well-being despite time pressures.

The findings emphasize the significance of strong school leadership, positive student-teacher relationships, and a supportive institutional culture in helping educators sustain their emotional resilience. To further enhance teacher well-being, schools can implement professional development programs focused on emotional management, encourage peer collaboration, and provide necessary support systems. Prioritizing teachers' emotional health will not only reduce the risk of burnout but also contribute to their long-term motivation and effectiveness in the classroom.

Table 22. Summary Table on Extent of Time Pressure

As to:	Mean	SD	VI
Workload	4.61	0.474	VH
Time Constraints	4.65	0.462	VH
Emotional Exhaustion	4.60	0.494	VH
Overall	4.62	0.477	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 22 provides a summary of the level of time pressure experienced by the respondents across three key areas: Workload, Time Constraints, and Emotional Exhaustion. Furthermore, it offers a comprehensive evaluation of the overall impact of time pressure. The table includes the mean scores, standard deviations (SD), and their corresponding verbal interpretations (VI). According to the legend, a mean score between 4.50 and 5.00 is classified as Very High (VH), signifying a strong presence of time-related stressors.

Among the dimensions assessed, Time Constraints recorded the highest mean score of 4.65, with a standard deviation of 0.462. This indicates that participants face a very high level of pressure from strict deadlines and limited time to complete their tasks. The relatively small SD reflects consistent opinions among respondents about these time limitations.

Closely following is Workload, which had a mean score of 4.61 and a standard deviation of 0.474. This suggests that respondents view their task load both in quantity and complexity as very high, indicating considerable responsibilities. The low SD once again shows a shared perception of heavy workload among participants.

The Emotional Exhaustion dimension yielded a mean score of 4.60 with a standard deviation of 0.494. This reveals that respondents experience a very high level of emotional fatigue, likely as a result of managing heavy workloads alongside tight deadlines. While the SD is slightly higher compared to the other dimensions, it still points to fairly consistent experiences of emotional strain.

Overall, the average mean score for time pressure across all areas is 4.62, with a standard deviation of 0.477. This overall result firmly falls into the Very High category, emphasizing that respondents widely experience significant time pressure. The consistently low standard deviations across all dimensions suggest a common understanding of the intensity of workload, time limitations, and emotional fatigue.

In summary, the data clearly demonstrate that respondents from Division of San Pablo City are facing a consistently very high level of time pressure, marked by demanding workloads, severe time constraints, and notable emotional exhaustion. These findings highlight that time pressure is a major factor influencing participants, with potential implications for their productivity, mental health, and overall job performance.

Table 23. Extent of Collectivist Orientation as to Group Harmony

Indicators		Mean	SD	VI
1.	As a teacher, I believe in the initiative of school leaders that could enhance the character of teachers in school.	4.68	0.474	VH
2.	As a teacher, I actively share my ideas and contributions to support success and maintain positive relationships with colleagues.	4.63	0.517	VH
3.	As a teacher, I effectively work with others as a team to support student learning.	4.67	0.492	VH
4.	As a teacher, I contribute positively to teachers and school leaders.	4.66	0.489	VH
5.	As a teacher, I work collaboratively among teachers, affecting my overall job satisfaction.	4.65	0.505	VH
Overall		4.66	0.446	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 23 presents the respondents' perspectives on the Extent of Collectivist Orientation in Relation to Group Harmony. The overall mean score of 4.66 (SD = 0.446), classified as "Very High," suggests that teachers place a high value on collaboration, teamwork, and a collective approach in maintaining a harmonious work environment. These results indicate that educators not only recognize the importance of cooperation but also actively engage in activities that foster group cohesion and mutual support within their school communities.

Among the specific indicators, the top measured statement emphasizes that teachers believe in the leadership initiatives that enhance the character of educators in school ($M = 4.68$, $SD = 0.474$). This finding emphasizes the pivotal role of school leaders in cultivating a positive and collective culture among teachers, allowing for both professional and personal growth. Similarly, teachers strongly agreed that they effectively collaborate with colleagues to support student learning ($M = 4.67$, $SD = 0.492$), highlighting their commitment to teamwork and recognizing that working together enhances both student achievement and the teaching experience.

Teachers acknowledged their positive contributions to fellow educators and school leaders ($M = 4.66$, $SD = 0.489$), reflecting their willingness to support colleagues and administrators in reaching common educational goals. Additionally, they reported that collaborative work with peers influences their overall job satisfaction ($M = 4.65$, $SD = 0.505$). This finding encourages that teamwork and collective engagement enhance teacher morale and job fulfillment, contributing to a more supportive and productive workplace. Lastly, teachers actively share their ideas and contributions to foster success and maintain strong professional relationships ($M = 4.63$, $SD = 0.517$), emphasizing the critical role of communication and knowledge-sharing in sustaining group harmony.

Across all indicators indicate a high level of agreement among respondents, reinforcing the collective perspective that teamwork and collaboration are deeply embedded in their professional interactions. Overall, these findings highlight the importance of leadership, teamwork, collaboration, and mutual support in fostering a productive and cohesive teaching environment. To further promote group harmony, schools can strengthen team-based programs, professional learning communities, and leadership initiatives that encourage collective engagement. By nurturing a culture of cooperation and shared responsibility, educational institutions can enhance teacher well-being, improve student outcomes, and maintain a positive school climate that supports both educators and learners.

Relational approaches on job emphasize how socially rooted jobs, roles, and tasks are now due to growing interdependence and interactions with coworkers and service recipients. Important insights into the social aspects of work harmony such as engagement with people outside the company, task interdependence, social support, and interpersonal feedback, are offered by the newly developing relational perspective on job redesign (Morgeson & Humphrey, 2006).

Table 24. Extent of Collectivist Orientation as to Shared Decision Making

	Indicators	Mean	SD	VI
1.	Teachers and school heads participated in significant activities related to school.	4.64	0.513	VH
2.	Initiatives and strategies could improve the performance among teachers in the school.	4.68	0.481	VH
3.	Teachers and school heads are comfortable expressing thoughts and concerns during discussions.	4.56	0.601	VH
4.	Discussions are facilitated among teachers in school that apply, including open communication, supportive administration, and collaborative teams.	4.59	0.550	VH
5.	The opportunity to contribute my opinions and ideas during staff meetings or discussions is welcomed.	4.61	0.528	VH
	Overall	4.62	0.488	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 24 presents the respondents' views on the Extent of Collectivist Orientation in Relation to Shared Decision-Making. The overall mean score of 4.62 (SD = 0.488), categorized as "Very High," reflects the strong emphasis that teachers place on participatory decision-making within their schools. This indicates that educators highly value collaboration, open discussions, and shared accountability, recognizing these factors as essential in fostering a productive and supportive work environment. The findings highlight the significance of involving teachers in decision-making processes, enabling them to contribute their insights, perspectives, and expertise in shaping school policies and strategies.

As presented, indicator 2 registered the highest valued statement emphasizes that teachers strongly believe that implementing initiatives and strategies can enhance their professional performance (M = 4.68, SD = 0.481). This arrived the importance of structured interventions in improving teachers' effectiveness when developed through collective efforts. Similarly, respondents strongly agreed that they actively take part in significant school activities alongside school heads (M = 4.64, SD = 0.513), highlighting the inclusive nature of decision-making within their institutions. The collaboration between teachers and administrators in key school activities fosters a shared sense of responsibility, promoting better teamwork and goal alignment.

Additionally, teachers expressed confidence in voicing their thoughts and concerns during discussions with school heads (M = 4.56, SD = 0.601), suggesting that their schools have established an open and positive communication culture. This indicates that educators feel valued and heard, which is crucial in building trust and mutual respect. Furthermore, teachers acknowledged that discussions in their schools are effectively facilitated through open communication, administrative support, and teamwork (M = 4.59, SD = 0.550), reinforcing the idea that collective decision-making thrives in a collaborative environment. Lastly, teachers agreed that their opinions and ideas are welcomed during staff meetings and discussions (M = 4.61, SD = 0.528), further demonstrating the participatory nature of decision-making in their schools.

The strong agreement among respondents, indicating a shared understanding of the importance of collective involvement in school governance. These findings manifested crucial role of shared decision-making, open communication, and collaborative leadership in building a motivated and empowered teaching workforce. Schools can further strengthen this approach by promoting teacher-led initiatives, fostering professional dialogue, and ensuring that educators actively contribute to shaping school policies and reforms. By prioritizing collective decision-making, schools can create an environment where teachers feel empowered, engaged, and committed to the overall success of their students and the institution.

Leadership, problem-solving skills, and shared decision making abilities are pivotal interactional components of empowerment. Zimmerman (1995) argues that environments that facilitate participation in decision-making processes foster the development of these skills. Conversely, lack of participation opportunities can hinder their development. By applying these skills, individuals can gain independence and control over events in their lives, becoming advocates for their own interests.

Table 25. Extent of Collectivist Orientation as to Collective Celebrations

Indicators		Mean	SD	VI
1.	The school leader makes individual contributions that are valued as part of a group effort.	4.59	0.531	VH
2.	The school leader effectively promotes mutual support among school community members.	4.58	0.552	VH
3.	The school leader motivates and contributes to a group with high achievements in school.	4.60	0.531	VH
4.	The school leader considered belongingness among members of the school community.	4.59	0.538	VH
5.	The school leader organizes events or activities on the triumphs and victories of students and staff.	4.63	0.516	VH
Overall		4.60	0.499	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 25 illustrates the respondents' views on the Extent of Collectivist Orientation in Relation to Collective Celebrations. The overall mean score of 4.60 (SD = 0.499), classified as "Very High," reflects the strong recognition among teachers of the importance of collective celebrations in fostering unity and shared accomplishments within the school community. These results suggest that school leaders play a crucial role in cultivating a culture of recognition, support, and inclusivity, highlighting the value of collective achievements in maintaining a positive and motivated educational environment.

Among the specific indicators, the highest-rated statement reveals that school leaders take an active role in organizing events or activities to celebrate the successes of both students and staff ($M = 4.63$, $SD = 0.516$). This finding views the significance of leadership in providing opportunities for the school community to come together in recognition of achievements, thereby enhancing morale and engagement. Likewise, respondents strongly agreed that school leaders contribute to group achievements by offering motivation and encouragement ($M = 4.60$, $SD = 0.531$), emphasizing their role in inspiring both educators and students to strive for excellence through collective efforts.

The teachers acknowledged that school leaders make valuable individual contributions as part of a group effort ($M = 4.59$, $SD = 0.531$), suggesting that leadership involves not only facilitating collaboration but also ensuring that each member's contributions are recognized and appreciated. Furthermore, school leaders were seen as effective in promoting mutual support among school community members ($M = 4.58$, $SD = 0.552$), reinforcing the importance of teamwork and strong interpersonal relationships. Another key finding highlights that school leaders foster a sense of belonging among teachers, staff, and students ($M = 4.59$, $SD = 0.538$), which is essential for building a cohesive and positive school environment.

The indicators signify a high level of consensus among respondents, reflecting a shared perspective on the significance of collective celebrations in strengthening unity and motivation in schools. Overall, the findings highlight the essential role of school leadership in promoting a culture of recognition, appreciation, and collective success. Schools can further enhance this by continuing to implement initiatives that celebrate achievements, encourage teamwork, and strengthen relationships

within the school community. By prioritizing collective celebrations, schools can cultivate an environment where individuals feel valued, motivated, and connected, ultimately leading to higher morale, improved performance, and a stronger sense of community.

Johnson (2022) emphasizes that celebration plays a vital role in solidifying lessons learned throughout the journey to success (p. 1). She describes celebrations as “commemorative events” filled with complex emotions, including solemnity, poignancy, joy, and pleasure in the process (p. 1). Johnson notes that every effort begins with some challenges, but as people grow and reach small, achievable goals, they gradually build competence.

Table 26. Summary Table on Extent of Collectivist Orientation

As to:	Mean	SD	VI
Group Harmony	4.66	0.446	VH
Shared Decision Making	4.62	0.488	VH
Collective Celebrations	4.60	0.499	VH
Overall	4.63	0.478	VH

Legend: 1.0-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.0 (Very High).

Table 26 summarizes the degree of collectivist orientation across three key aspects: Group Harmony, Shared Decision Making, and Collective Celebrations. It also provides an overall evaluation of collectivist orientation. The table includes statistical indicators such as mean scores, standard deviations (SD), and their corresponding verbal interpretations (VI). According to the legend, a mean score between 4.50 and 5.00 is classified as Very High (VH), signifying a strong inclination towards collectivist behaviors.

Among these dimensions, Group Harmony achieved the highest mean score of 4.66 with a standard deviation of 0.446, indicating that participants place great importance on maintaining harmonious relationships within their groups. The low SD shows that responses were fairly consistent. Shared Decision Making followed closely, with a mean score of 4.62 (SD = 0.488), suggesting a very high level of involvement in collective decision-making. The small variation further reflects broad agreement on the value of shared decisions.

The dimension of Collective Celebrations also received a very high rating, with a mean of 4.60 and a standard deviation of 0.499. This highlights a strong enthusiasm for participating in communal events and celebrations, emphasizing the cultural importance of group-centered gatherings and ceremonies.

Overall, the combined mean score for collectivist orientation across all areas is 4.63, with a standard deviation of 0.478. This overall result firmly places it within the Very High category, pointing to a widespread and strong collectivist orientation among respondents. The consistently low standard deviations across all categories suggest a clear consensus, indicating that collectivist values are broadly embraced and consistently practiced within the group.

In conclusion, the findings demonstrate that collectivist values such as promoting group harmony, participating in shared decision-making, and engaging in collective celebrations are strongly embedded and highly regarded by the respondents from the Division of San Pablo City. The very high overall score reflects the depth and consistency of these collectivist tendencies within the sample.

Table 27. The Mediating Effect of Trust to Empowering Leadership of School Leaders to Teachers' Well-Being

Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Indirect	0.400	0.0552	0.292	0.509	7.25	<.001
Direct	0.304	0.0634	0.179	0.428	4.79	<.001
Total	0.704	0.0364	0.633	0.776	19.36	<.001

Path Estimates

					95% Confidence Interval			
					Lower	Upper	Z	p
Empowering Leadership	→	Trust	0.912	0.0301	0.853	0.971	30.31	<.001
Trust	→	Teachers' Well-being	0.439	0.0588	0.324	0.554	7.47	<.001
Empowering Leadership	→	Teachers' Well-being	0.304	0.0634	0.179	0.428	4.79	<.001

This table explained the relationship between empowering leadership and teachers' well-being, with trust serving as a mediating factor in this dynamic.

The findings demonstrate that empowering leadership has a significant and strong overall effect (0.704, $p < .001$) on teachers' well-being, highlighting the importance of leadership practices that foster teacher autonomy, participation, and professional growth. This total effect consists of both direct and indirect influences, shedding light on the mechanisms through which empowering leadership enhances teacher well-being.

The direct effect (0.304, $p < .001$) indicates that empowering leadership has an immediate and independent impact on teachers' well-being, even without the presence of trust. This suggests that when school leaders actively empower teachers by involving them in decision-making, recognizing their contributions, and fostering a supportive environment, teachers experience greater job satisfaction and emotional well-being. These leadership behaviors enhance teachers' sense of purpose, motivation, and professional fulfillment, directly contributing to their well-being.

Beyond this direct impact, the study also identifies a significant indirect effect (0.400, $p < .001$), which accounts for approximately 57% of the total effect, confirming that trust plays a crucial role in this relationship. Specifically, empowering leadership is a strong predictor of trust (0.912, $p < .001$), suggesting that when leaders empower teachers, they cultivate a sense of trust within the school

environment. Teachers are more likely to perceive their leaders as supportive, reliable, and fair, strengthening their confidence in leadership and their connection to the school community.

Trust significantly contributes to teachers' well-being (0.439, $p < .001$), indicating that when teachers trust their leaders and colleagues, they experience a more positive and secure work environment. Trust reduces feelings of uncertainty, stress, and job-related anxiety, leading to higher job satisfaction, greater engagement, and overall emotional well-being. This finding underscores the importance of trust-building strategies in schools, as trust enhances the benefits of empowering leadership and amplifies its positive effects on teachers.

These results have important implications for school leadership and educational policies. First, school leaders should prioritize empowerment-oriented strategies by fostering collaborative decision-making, encouraging teacher autonomy, and providing opportunities for professional growth. Second, school administrators must actively build trust by maintaining transparent communication, demonstrating fairness, and consistently supporting teachers. Since trust mediates more than half of the effect of empowering leadership on well-being, neglecting trust-building may reduce the effectiveness of leadership interventions. Lastly, educational leadership development programs should integrate both empowerment and trust-building strategies, ensuring that school leaders cultivate an environment where teachers feel both empowered and supported.

The study highlights the pivotal role of empowering leadership in enhancing teachers' well-being, with trust acting as a key mechanism in this process. While empowering leadership independently contributes to teacher well-being, its effects are significantly amplified when trust is present. These findings emphasize the need for school leaders to not only empower teachers but also nurture trust, as doing so creates a supportive, motivated, and resilient teaching workforce. By fostering an empowered and trusting school climate, schools can enhance teacher well-being, improve job satisfaction, and ultimately, elevate student learning outcomes.

Table 28. The Mediating Effect of Trust to Psychological Empowerment of School Leaders to Teachers' Well-Being

Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Indirect	0.342	0.0821	0.181	0.503	4.17	<.001
Direct	0.384	0.0884	0.210	0.557	4.34	<.001
Total	0.726	0.0346	0.658	0.794	20.98	<.001

Path Estimates

			Estimate	SE	95% Confidence Interval		Z	P
					Lower	Upper		
Psychological Empowerment	→	Trust	0.989	0.0214	0.947	1.031	46.31	<.001

Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	P		
			Lower	Upper				
Trust	→	Teachers' Well-being	0.346	0.0826	0.184	0.508	4.19	<.001
Psychological Empowerment	→	Teachers' Well-being	0.384	0.0884	0.210	0.557	4.34	<.001

This mediation analysis examined the impact of psychological empowerment on teachers' well-being, with trust serving as a mediating variable in this relationship. The results indicate a strong and significant total effect (0.726, $p < .001$), demonstrating that when teachers feel psychologically empowered, their well-being improves considerably. Psychological empowerment consists of autonomy, competence, meaning, and impact, all of which contribute to teachers' sense of self-efficacy and job satisfaction. However, this total effect is composed of both direct and indirect effects, revealing that trust plays a crucial role in this process.

The direct effect (0.384, $p < .001$) of psychological empowerment on well-being suggests that teachers who perceive themselves as empowered experience greater well-being, even without the presence of trust. This means that when teachers have greater control over their work, feel competent, and believe their contributions matter, they are more likely to experience higher job satisfaction, lower stress levels, and improved overall well-being. This highlights the importance of school leadership that fosters teacher autonomy and professional growth, as these factors directly contribute to positive psychological outcomes.

However, beyond this direct influence, the study also identifies a significant indirect effect (0.342, $p < .001$), which accounts for approximately 47% of the total effect. This finding indicates that nearly half of the relationship between psychological empowerment and well-being operates through trust, emphasizing trust as a critical mechanism in enhancing teacher well-being. More specifically, psychological empowerment strongly predicts trust (0.989, $p < .001$), suggesting that when teachers feel empowered, they are more likely to trust their school leaders, colleagues, and the institution as a whole. This may be because empowered teachers perceive their leaders as supportive, reliable, and fair, reinforcing a positive school climate where collaboration and open communication thrive.

In turn, trust significantly influences teachers' well-being (0.346, $p < .001$), reinforcing its role as a moderate but meaningful contributor to teacher satisfaction and emotional well-being. When teachers trust their leaders and colleagues, they feel more secure, supported, and valued, reducing work-related stress and fostering a more positive and motivated work environment. This suggests that trust-building initiatives should be integrated into school leadership strategies to maximize the benefits of psychological empowerment.

These findings have important implications for school leadership and policy. First, leaders should prioritize strategies that enhance psychological empowerment, such as providing teachers with decision-making opportunities, recognizing their expertise, and fostering a sense of professional autonomy. Second, school administrators must actively cultivate trust by ensuring transparency, fairness, and consistent support for teachers. Since trust mediates nearly half of the impact of psychological empowerment on well-being, schools that fail to nurture trust may not fully realize the potential benefits

of empowerment initiatives. Lastly, policymakers and education stakeholders should design leadership development programs that focus on both empowerment and trust-building, ensuring that teachers feel both capable and supported in their roles.

Overall, these findings underscore the critical role of psychological empowerment in enhancing teachers' well-being while emphasizing trust as an essential mechanism in this relationship. Empowering teachers alone is beneficial, but its effects are amplified when trust is present, making trust-building a key component of effective school leadership. By fostering an environment where teachers feel empowered, valued, and supported, schools can significantly enhance teacher well-being, ultimately leading to higher job satisfaction, better teaching performance, and improved student outcomes.

Table 29. The Moderating Effect of Time Pressure to Empowering Leadership of School Leaders to Teachers' Well-Being

Moderation Estimates						
Dependent Variable: <i>Teachers' Well-being</i>	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Empowering Leadership (EL)	0.6840	0.0405	0.605	0.7635	16.873	<.001
Workload (W)	-0.0314	0.0393	-0.108	0.0455	-0.801	0.423
EL * W	0.0204	0.0751	-0.127	0.1677	0.272	0.786
Empowering Leadership (EL)	0.6825	0.0404	0.603	0.7616	16.913	<.001
Time Constraint (TC)	-0.0328	0.0403	-0.112	0.0461	-0.815	0.415
EL * TC	0.0256	0.0847	-0.140	0.1916	0.302	0.763
Empowering Leadership (EL)	0.67215	0.0403	0.5932	0.7511	16.693	<.001
Emotional Exhaustion (EE)	0.00459	0.0377	-0.0693	0.0785	0.122	0.903
EL * EE	-0.01358	0.0797	-0.1699	0.1427	-0.170	0.865

This moderation analysis explores the relationship between Empowering Leadership (EL) and Teachers' Well-being, while examining whether Workload (W), Time Constraint (TC), and Emotional Exhaustion (EE) moderate this relationship. The findings strongly affirm that empowering leadership has a significant and positive effect on teachers' well-being across all models, as evidenced by the consistently high estimates (0.6840, 0.6825, and 0.67215, $p < .001$) and confidence intervals that exclude zero. This suggests that school leaders who adopt empowering leadership practices such as granting autonomy, fostering collaboration, and encouraging teacher participation in decision-making can substantially enhance teacher well-being. Teachers who perceive their leaders as supportive and empowering are likely to experience greater job satisfaction, motivation, and overall psychological well-being.

Interestingly, the study finds that the direct effects of Workload, Time Constraint, and Emotional Exhaustion on teacher well-being are not statistically significant. Specifically, Workload (-0.0314, $p = 0.423$), Time Constraint (-0.0328, $p = 0.415$), and Emotional Exhaustion (0.00459, $p = 0.903$) all have non-significant effects, with confidence intervals including zero. These findings challenge conventional assumptions that workload-related stressors independently deteriorate well-being. One possible explanation is that teachers may develop coping mechanisms or receive institutional support that buffers the impact of these stressors, allowing them to maintain a stable level of well-being despite high work demands.

Furthermore, the interaction effects between Empowering Leadership and Workload, Time Constraint, and Emotional Exhaustion are also non-significant. The estimates for EL $\times$ W (0.0204, $p = 0.786$), EL $\times$ TC (0.0256, $p = 0.763$), and EL $\times$ EE (-0.01358, $p = 0.865$) indicate that these workplace

stressors do not significantly alter the positive effect of empowering leadership on teacher well-being. This suggests that regardless of whether teachers face high or low levels of workload, time constraints, or emotional exhaustion, the benefits of empowering leadership remain unchanged. In other words, empowering leadership appears to act as a stable and reliable protective factor, sustaining teacher well-being even in high-stress work environments.

These results have important implications for educational leadership and teacher well-being initiatives. First, school leaders should prioritize fostering an empowering leadership style, as it has a consistently positive impact on teacher well-being regardless of external job pressures. This includes promoting teacher autonomy, encouraging professional development, and creating a culture of trust and collaboration. Second, since workload, time constraints, and emotional exhaustion did not significantly impact well-being in this model, further research should explore other potential mediating or moderating variables such as coping strategies, workplace culture, or support systems that may buffer teachers against stress. Lastly, these findings highlight that rather than solely focusing on reducing job-related stressors, interventions aimed at improving teacher well-being should emphasize leadership development programs that empower educators.

This explain reinforces the crucial role of empowering leadership in fostering a positive, resilient, and motivated teaching workforce. While traditional workplace stressors like workload and time constraints are often viewed as detrimental to well-being, their influence appears to be less significant when teachers work under empowering leadership. This underscores the transformative power of leadership in shaping the professional experiences and emotional well-being of teachers, making it an essential focus for school improvement efforts.

Table 30. The Moderating Effect of Time Pressure to Psychological Empowerment of School Leaders to Teachers' Well-Being

Moderation Estimates						
Dependent Variable: <i>Teachers' Well-being</i>	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Psychological Empowerment (PE)	0.7270	0.0382	0.6522	0.8018	19.042	<.001
Workload (W)	-0.0251	0.0371	-0.0977	0.0476	-0.676	0.499
PE * W	0.0739	0.0757	-0.0745	0.2222	0.976	0.329
Psychological Empowerment (PE)	0.7324	0.0382	0.6575	0.8073	19.17	<.001
Time Constraint (TC)	-0.0385	0.0379	-0.1128	0.0358	-1.02	0.310
PE * TC	0.1180	0.0802	-0.0392	0.2753	1.47	0.141
Psychological Empowerment (PE)	0.72308	0.0383	0.6481	0.7981	18.902	<.001
Emotional Exhaustion (EE)	-0.00868	0.0356	-0.0785	0.0611	-0.244	0.807
PE * EE	0.06433	0.0765	-0.0856	0.2142	0.841	0.400

This moderation analysis examines the impact of Psychological Empowerment (PE) on Teachers' Well-being, while also investigating whether Workload (W), Time Constraints (TC), and Emotional Exhaustion (EE) influence this relationship. The findings consistently highlight that psychological empowerment plays a critical role in enhancing teachers' well-being, as demonstrated by its strong and positive effect across all models (Estimate = 0.7270, 0.7324, and 0.72308, $p < .001$). This suggests that teachers who feel psychologically empowered having autonomy, competence, meaningful work, and a sense of impact experience significantly higher levels of well-being. When teachers perceive

their work as meaningful and feel in control of their professional responsibilities, they are more likely to experience job satisfaction, motivation, and reduced stress, leading to overall well-being.

The analysis reveals that Workload, Time Constraints, and Emotional Exhaustion do not have significant direct effects on teachers' well-being. Workload (-0.0251 , $p = 0.499$), Time Constraints (-0.0385 , $p = 0.310$), and Emotional Exhaustion (-0.00868 , $p = 0.807$) all show non-significant estimates, indicating that these common stressors alone do not independently determine teachers' well-being in this model. While these factors are often perceived as key challenges in the teaching profession, their lack of direct significance suggests that other underlying mechanisms such as coping strategies, institutional support, or psychological resilience may buffer their negative impact.

Furthermore, the interaction effects between Psychological Empowerment and the three stress-related variables ($PE \times W$, $PE \times TC$, and $PE \times EE$) are also not statistically significant. The estimates for $PE \times W$ (0.0739 , $p = 0.329$), $PE \times TC$ (0.1180 , $p = 0.141$), and $PE \times EE$ (0.06433 , $p = 0.400$) indicate that these factors do not significantly moderate the relationship between PE and well-being. This means that regardless of whether teachers experience high or low levels of workload, time constraints, or emotional exhaustion, the positive impact of psychological empowerment on well-being remains consistent. Psychologically empowered teachers appear to maintain their well-being even under challenging conditions, suggesting that empowerment may serve as a protective factor that helps teachers cope with demanding work environments.

These findings have important practical implications for educational institutions and leadership development. First, school administrators should prioritize fostering psychological empowerment among teachers, as it has a strong and stable influence on well-being regardless of external stressors. Strategies such as increasing teacher autonomy, providing opportunities for professional growth, recognizing their contributions, and promoting a sense of purpose in their work can significantly enhance empowerment and, in turn, well-being. Second, since workload, time constraints, and emotional exhaustion did not significantly moderate this relationship, school leaders should explore other factors that might influence teachers' ability to manage stress, such as supportive leadership, peer collaboration, or institutional policies that promote work-life balance. Lastly, the findings reinforce the idea that rather than solely focusing on reducing workload or time pressures, schools should implement policies and professional development programs that empower teachers psychologically, ensuring that they feel capable, valued, and motivated in their roles.

Overall, this study highlights the transformative role of psychological empowerment in fostering teacher well-being, demonstrating that when teachers feel empowered, their well-being remains high, even in the face of workload demands, time constraints, and emotional exhaustion. This underscores the importance of shifting the focus from managing external stressors to strengthening teachers' internal sense of control and purpose, ultimately contributing to a more resilient, engaged, and motivated teaching workforce.

Table 31. The Moderating Effect of Collectivist Orientation to Empowering Leadership of School Leaders to Teachers' Well-Being
 Moderation Estimates

Dependent Variable: <i>Teachers' Well-being</i>	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Empowering Leadership (EL)	0.68589	0.0404	0.607	0.7650	16.996	<.001
Group Harmony (GH)	-0.05674	0.0417	-0.138	0.0249	-1.362	0.173
EL * GH	-0.00975	0.0867	-0.180	0.1602	-0.112	0.910
Empowering Leadership (EL)	0.6622	0.0404	0.5832	0.7412	16.432	<.001
Shared Decision making (SDM)	0.0119	0.0403	-0.0627	0.0865	0.312	0.755
EL * SDM	-0.1073	0.0847	-0.2645	0.0499	-1.338	0.181
Empowering Leadership (EL)	0.6716	0.0406	0.5921	0.7511	16.557	<.001
Collective Celebrations (CC)	-0.0111	0.0373	-0.0842	0.0621	-0.297	0.767
EL * CC	-0.0508	0.0794	-0.2064	0.1047	-0.640	0.522

Empowering leadership (EL) consistently demonstrates a significant positive effect on teachers' well-being, with estimates ranging from 0.6622 to 0.68589 ($p < .001$). This highlights the crucial role of leadership practices that empower teachers, providing them with autonomy, support, and opportunities for professional growth. When teachers perceive their leaders as empowering, they tend to experience greater well-being, which can manifest as increased job satisfaction, reduced stress, and improved overall psychological health. This finding underscores the importance of leadership development programs that foster an empowering leadership style within schools.

Group harmony (GH), which reflects the extent of a cohesive and supportive social environment among teachers, does not have a statistically significant direct effect on well-being (Estimate = -0.05674, $p = 0.173$). This suggests that while a harmonious work environment may contribute to a positive school culture, it is not an independent determinant of teachers' well-being. Additionally, the interaction effect between EL and GH is non-significant (Estimate = -0.00975, $p = 0.910$), indicating that GH does not moderate the relationship between EL and well-being. This implies that regardless of the level of group harmony, EL remains a key driver of well-being, reinforcing the notion that leadership practices that empower teachers are more critical to their well-being than the overall social harmony within the school.

Shared decision-making (SDM), which refers to the degree of teacher involvement in making school-related decisions, also does not have a significant direct effect on well-being (Estimate = 0.0119, $p = 0.755$). This suggests that merely allowing teachers to participate in decision-making processes does not automatically enhance their well-being. Furthermore, the interaction effect (EL $\times$ SDM) is not significant (Estimate = -0.1073, $p = 0.181$), meaning that SDM does not significantly influence the relationship between EL and well-being. This indicates that while participatory leadership can be an important aspect of school governance, the quality of decision-making involvement and the extent to which teachers feel their voices are valued may play a more substantial role in shaping their overall well-being.

Collective celebrations (CC), which capture the extent to which schools engage in communal activities to recognize achievements and foster a sense of community, do not have a significant direct

effect on well-being (Estimate = -0.0111, $p = 0.767$). This finding suggests that collective celebrations alone do not independently improve teachers' well-being. Similarly, the interaction term (EL $\times$ CC) is not significant (Estimate = -0.0508, $p = 0.522$), indicating that CC does not moderate the relationship between EL and well-being. This means that the benefits of empowering leadership on well-being remain stable regardless of whether collective celebrations are a prominent feature of the school environment. While such celebrations may contribute to a positive social atmosphere, they do not necessarily enhance well-being unless accompanied by meaningful leadership practices that support and empower teachers.

The findings emphasize that empowering leadership is a crucial factor in fostering teacher well-being. While group harmony, shared decision-making, and collective celebrations contribute to the broader school climate, they do not significantly moderate the relationship between EL and well-being. This suggests that schools should focus on strengthening empowering leadership practices to enhance teacher well-being, ensuring that teachers feel valued, supported, and provided with opportunities for professional autonomy and growth.

Table 32. The Moderating Effect of Collectivist Orientation to Psychological Empowerment of School Leaders to Teachers' Well-Being

Moderation Estimates						
Dependent Variable: <i>Teachers' Well-being</i>	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Psychological Empowerment (PE)	0.7321	0.0383	0.657	0.8071	19.132	<.001
Group harmony (GH)	-0.0570	0.0393	-0.134	0.0201	-1.449	0.147
PE $\times$ GH	0.0495	0.0819	-0.111	0.2100	0.605	0.545
Psychological Empowerment (PE)	0.7134	0.0384	0.6382	0.7886	18.5904	<.001
Shared Decision Making (SDM)	5.53e-4	0.0361	-0.0702	0.0713	0.0153	0.988
PE $\times$ SDM	-0.0301	0.0769	-0.1808	0.1205	-0.3920	0.695
Psychological Empowerment (PE)	0.7233	0.0384	0.6479	0.7986	18.819	<.001
Collective Celebration (CC)	-0.0255	0.0353	-0.0946	0.0437	-0.722	0.470
PE $\times$ CC	0.0171	0.0767	-0.1333	0.1675	0.223	0.824

This study examined how psychological empowerment (PE) influences teachers' well-being and whether group harmony (GH), shared decision-making (SDM), and collective celebrations (CC) moderate this relationship. The results consistently confirm that psychological empowerment has a strong and significant positive effect on teachers' well-being (Estimate = 0.7321, $p < .001$). This suggests that when teachers feel a sense of autonomy, competence, meaning, and impact in their roles, they experience greater job satisfaction, lower stress levels, and overall well-being improvements. However, the study finds that none of the three potential moderators significantly influence this relationship, meaning that the benefits of psychological empowerment remain stable regardless of group harmony, shared decision-making, or collective celebrations within the school.

The findings indicate that group harmony does not have a significant direct impact on teachers' well-being (Estimate = -0.0570, $p = 0.147$). This suggests that while a cohesive and harmonious school environment may contribute to a positive workplace atmosphere, it does not independently enhance teachers' well-being. Additionally, the interaction between PE and group harmony is not statistically significant (Estimate = 0.0495, $p = 0.545$), indicating that group harmony does not alter the strength of

the relationship between psychological empowerment and well-being. This means that even in schools with lower levels of cohesion or teamwork, teachers who feel empowered still experience improvements in their well-being. These results suggest that while social cohesion among teachers is important for teamwork and collaboration, it is not a critical factor in determining their personal well-being when they already feel empowered in their roles.

Similarly, the finding finds that shared decision-making does not significantly impact well-being (Estimate = $5.53e-4$, $p = 0.988$). This indicates that merely involving teachers in decision-making processes does not directly enhance their well-being. Furthermore, the interaction between PE and SDM is not statistically significant (Estimate = -0.0301 , $p = 0.695$), meaning that the level of involvement teachers have in school decisions does not modify the relationship between psychological empowerment and well-being. These findings suggest that while shared decision-making may contribute to teachers feeling valued and heard, it does not necessarily lead to greater well-being unless accompanied by other forms of psychological empowerment. This implies that empowering teachers at a deeper level through autonomy, competence, and professional recognition is more impactful for their well-being than simply including them in decision-making processes.

The results also indicate that collective celebrations do not have a significant direct effect on teachers' well-being (Estimate = -0.0255 , $p = 0.470$). This means that school-wide celebrations, while fostering community spirit and morale, do not independently contribute to teachers' sense of well-being. Additionally, the interaction between PE and collective celebrations is not statistically significant (Estimate = 0.0171 , $p = 0.824$), suggesting that the presence or absence of celebrations does not influence the effect of psychological empowerment on well-being. This finding implies that while celebrations can create a positive school climate, they do not replace the fundamental need for teachers to feel empowered in their professional roles. Schools should prioritize structural and psychological factors such as autonomy and competence over symbolic activities when aiming to improve teacher well-being.

These findings emphasize the critical role of psychological empowerment in enhancing teachers' well-being. Regardless of external school conditions, such as group harmony, shared decision-making, or collective celebrations, teachers who feel empowered in their roles continue to experience higher well-being. This suggests that school administrators and policymakers should focus on fostering psychological empowerment by providing teachers with autonomy, recognizing their competence, and ensuring they feel that their work has meaning and impact. While group harmony, shared decision-making, and celebrations contribute to school culture, they do not significantly affect teachers' well-being unless empowerment is already in place.

To maximize teacher well-being, school leaders should implement policies that enhance teacher autonomy, provide professional development opportunities, and cultivate a sense of purpose in teachers' work. Additionally, while shared decision-making and group harmony should not be dismissed, they should be seen as complementary to, rather than substitutes for, true psychological empowerment. By creating an environment where teachers feel empowered regardless of external factors, schools can ensure that teachers remain engaged, satisfied, and emotionally well-equipped to support student learning and development.

3.Recommendations

Based on the findings of the study, the following recommendations are offered, the schools should implement leadership training focused on transformational and empowering approaches to foster autonomy, inclusivity, and professional growth among teachers. Leadership programs can enhance administrators' leadership skills, ensuring continuous development and effective school management. Prioritizing leadership development creates a dynamic, supportive environment that benefits both educators and students. School leaders should foster transparency, integrity, and fairness to build trust

among teachers. Structured feedback systems can enhance communication and support, while professional ethics training strengthens ethical leadership. Prioritizing trust-building creates a unified, collaborative environment, improving teacher satisfaction and institutional effectiveness. Schools should implement policies that support a balanced workload, flexible scheduling, and teacher well-being. Providing mental health resources, such as stress management and counseling, can promote a positive work environment. Acknowledging teachers' contributions through incentives and career advancement opportunities enhances motivation and job satisfaction. Focusing on well-being fosters a supportive workplace that encourages long-term commitment and professional development.

Furthermore, schools should adopt effective time management strategies, including task delegation and workload optimization, to support teachers in handling their duties. Simplifying administrative tasks enables educators to prioritize teaching, while collaborative planning fosters teamwork. These initiatives help create an organized and efficient work environment, improving productivity and job satisfaction. Encouraging teamwork and inclusive decision-making through participatory leadership and regular meetings ensures everyone's voice is heard. School-wide events, team-building activities, and celebrations promote a strong sense of community. Peer mentoring and joint professional development foster collaboration and knowledge exchange, creating a supportive and growth-oriented environment.

Lastly, to alleviate time pressure among teachers, fostering a collectivist orientation through collaboration, shared responsibilities, and group celebrations can build trust and create a supportive work environment. This approach helps reduce stress from workloads and deadlines while enhancing the positive impact of empowering leadership on teacher well-being. While cultural uniformity and measurement limitations may influence outcomes, they also provide opportunities to refine strategies that are culturally aligned. These practices can be especially beneficial when thoughtfully applied in contexts like the Division of San Pablo City.

References:

- Acton, R., and Glasgow, P. (2015). Teacher wellbeing in neoliberal contexts: a review of the literature. *Austr. J. Teacher Educ.* 40, 40–63. doi: 10.14221/ajte. 2015v40n8.6
- Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *The Leadership Quarterly*, 25, 487–511. approach. *J Happiness Stud.* 3:71–92.
- Bakker, A. B., and Bal, P. M. (2010). Weekly work engagement and performance: a study among starting teachers. *J. Occupat. Organiz. Psychol.* 83, 189–206. doi: .10.1348/096317909X402596
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior*, 14(2), 103–118. <https://doi.org/10.1002/job.4030140202>
- Benevene, P., Ittan, M. M., and Cortini, M. (2018). Self-esteem and happiness as predictors of school teachers' health: the mediating role of job satisfaction. *Front. Psychol.* 9:933–941. 00933 doi: 10.3389/fpsyg.2018
- Boonyarit, I., Chomphupart, S., & Arin, N. (2010). Leadership, empowerment, and attitude outcomes. *The Journal of Behavioral Science*, 5(1), 1-14.
- Bunker, B. B., Alban, B. T. and Lewicki, R. J. (2004). 'Ideas in currency and OD practice has the well gone dry?' *Journal of Applied Behavioral Science*, 40, 403–22
- Clayton, P. M. (1992). Fostering intellectual development in college students: The Perry scheme. ASHE-ERIC Higher Education Report No. 7. George Washington University.
- de Jong, J. P. J., & den Hartog, D. N. (2005). Determinanten van innovatief gedrag: Een onderzoek onder kenniswerkers in het MKB [Determinants of innovative behavior: Research on knowledge workers in SME]. *Gedrag en Organisatie*, 18, 235–259.

- Farmanesh, P., and Zargar, P. (2021). Trust in Leader as a Psychological Factor on Employee and Organizational Outcome. IntechOpen. doi: 10.5772/intechopen.100372
- Ferris, G. R. (1985). Role of leadership in the employee withdrawal process: A constructive replication. *Journal of Applied Psychology*, 70, 777–781
- Hofstede, G. (1980). *Culture's consequences: International differences in work related values*. Beverly Hills: Sage
- in China. *Teach. Teach. Educ.* 27, 157–164. doi: 10.1016/j.tate.2010. 07.012
- Johnson, W. (2022). Celebrate to Win. *Harvard Business Review Digital Articles*, 1–6.
- Journal of Applied Psychology*, 84(3), 416–427
- Kahn W. 1990. Psychological conditions of personal engagement and disengagement at work. *Acad Manag J.* 33:692–724.
- Karacabey, M. F., & Bozkus, K. (2018). The role of organizational trust in the effect of leadership of school administrators on job satisfaction of teachers. *Kuram ve Uygulamada Eğitim Yönetimi*, 24(3), 437–482.
- Konermann, J. (2012). *Teachers' work engagement: A deeper understanding of the role of job and personal resources in relationship to work engagement, its antecedents, and its outcomes* (Unpublished doctoral dissertation). Universiteit Twente, Enschede, Netherlands.
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91, 1321–1339.
- Newman, W. J., Abell, S. K., Hubbard, P. D., McDonald, J., Otaala, J., and Martini, M. (2004). Dilemmas of teaching inquiry in elementary science methods. *J. Sci. Teacher Educ.* 15, 257–279. doi: 10.1023/b:jste.0000048330.07586.d6
- of engagement and burnout: a two sample confirmatory factor analytic
- Paulhus, D. (1983). Sphere-specific measures of perceived control. *Journal of personality*
- Pearce, C. L., Sims, H. P., Jr, Cox, J. F., Ball, G., Schnell, E., Smith, K. A., & Trevino, I. (2003). Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership. *Journal of Management Development*, 22, 273–307
- Personal Excellence, Prentice-Hall, Englewood Cliffs, NJ.
- Pelletier, L. G., Séguin-Lévesque, C., and Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *J. Educ. Psychol.* 94, 186–196. doi: 10.1037//0022-0663.94.1.186
- Ryan, R. M., and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am. Psychol.* 55, 68–78. doi: 10.1037/0003-066X.55.1.68
- Schaufeli WB, Salanova M, Gonzalez-Roma V, Bakker AB. (2002). The measurement
- Seibert, S. E., Crant, J. M., & Krammer, M. L. (1999). Proactive personality and career success.
- Seligman MEP, Csikszentmihalyi M. 2000. Positive psychology: an introduction. *Am Psychol.* 55:5–14.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465. <https://doi.org/10.5465/256865>
- Stauffer, S.D., Abessolo, M. and Zecca, G. (2018), “French-language translation and validation of the protean and boundaryless career attitudes scales: relationships to proactive personality, career adaptability, and career satisfaction”, *Journal of Career Assessment*, Vol. XX No. X, pp. 1-21.
- Tschannen-Moran, M., & Gareis, C. R. (2017). Principals, trust, and cultivating vibrant schools. *Societies*, 5(2), 256-276.
- Tschannen-Moran, M., & Gareis, C. R. (2017). Principals, trust, and cultivating vibrant schools. *Societies*, 5(2), 256-276.
- Wang, D. (2011). The dilemma of time: student-centered teaching in the rural classroom

- Yukl, G. A. (2013). *Leadership in organizations* (8th ed.). Pearson Education
- Zembylas, M., & Papanastasiou, E. C. (2005). Modeling teacher empowerment: The role of job satisfaction. *Educational Research and Evaluation*, 11(5), 433-459.
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128. <https://doi.org/10.5465/amj.2010.48037118>
- Zhou, X., Samma, F. R., Jing, Y., and Muhammad, Z. A. (2021). Exploring the relationship between despotic leadership and job satisfaction: the role of self efficacy and leader–member exchange. *Int. J. Environ. Res. Public Health* 18:5307. doi:10.3390/ijerph18105307
- Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23(5), 581–599.