

SHARED LEADERSHIP FOR EMPOWERMENT AND WORK- RELATED OUTCOMES OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract

This study aimed to determine the relationship between shared leadership model of school heads to empowerment and work-related outcomes of teachers. The study was descriptive-correlational design which involved the participation of the teacher-respondents from public elementary schools in Tiaong II District. The data gathered indicated that the perception of the respondents on shared leadership model of school heads and empowerment and work-related outcomes of teachers are evident. Incorporating shared leadership into the teaching profession not only empowers teachers but also improves work-related outcomes such as job satisfaction, motivation, and collaboration. When teachers are given leadership opportunities, trust, and support, they are more likely to contribute positively to their schools and improve student learning outcomes.

The findings revealed that the variables under task- oriented leadership including task management, technical assistance, supervision and guidance and teacher's welfare and under relationship- oriented leadership style such as sharing leadership, leading a learning community and developing people were significantly related to the empowerment and work-related outcomes of teachers in terms decision making ,commitment , personal development, job satisfaction and workplace attachment as affirmed by the computed r-values when these variables were paired for correlation .

Keywords: task-oriented leadership, relationship- oriented leadership, empowerment, work-related outcomes

1. Introduction

Shared leadership is founded on the assumption that leadership is not the sole possession of one person but can be shared among members of a team. It maximizes team performance and organizational efficiency by tapping into the collective expertise and insights of team members. It is a dynamic style of leadership that shares authority, decision-making, and accountability among a team or organization.

In contrast to some of the more archaic and hierarchical models, in which all power lies with the leader, shared leadership allows team members to play an active role in decision-making and claim ownership of their responsibilities.

Administrative positions such as superintendent and principal are filled with great responsibility and numerous duties. Since their time and energy are both in short supply, they might find that some aspects of their work fall by the wayside.

By shared leadership (also referred to as distributive leadership), everyone on the team has a hand in doing something and achieving a particular goal. Shared leadership isn't about the leaders passing the buck; it's about developing a system where everyone has a role in making it work. Think of the leader in this position as being the facilitator of the project or assignment, guiding the task and gathering the troops to bring it about.

Educational leaders under the shared leadership model can enhance organizational performance by tasking the individuals with work that they are good at. In turn, the team members benefit from a more participative paradigm in which they get to have a louder voice and greater control over when, what, and how decisions are made. The two most commonly used shared leadership models are task-oriented and relationship-oriented which had a different advantages and drawbacks.

Task-oriented leadership focuses on the planning, organization, and execution of tasks and activities that are related to the teaching and learning process. Task-oriented leaders set clear goals and expectations, assign roles and responsibilities, monitor progress and performance, and provide feedback and guidance. They are efficient, decisive, and results-oriented. They value structure, order, and quality. Task-oriented leadership can be beneficial when you have to deal with complex, challenging, or time-sensitive tasks that require high standards and coordination. However, it can also have some drawbacks, such as neglecting the emotional and social needs of your students and colleagues, creating a rigid and stressful environment, and limiting creativity and innovation.

Relationship-oriented leadership focuses on the development, support, and empowerment of the people who are involved in the teaching and learning process. Relationship-oriented leaders build trust and rapport, foster collaboration and communication, motivate and inspire, and recognize and appreciate. They are empathetic, flexible, and supportive. They value diversity, harmony, and growth. Relationship-oriented leadership can be beneficial when you have to deal with diverse, dynamic, or uncertain situations that require adaptability and engagement. However, it can also have some drawbacks, such as losing sight of the goals and outcomes, compromising on quality and efficiency, and avoiding conflict and accountability.

There is no one-size-fits-all solution for choosing your leadership style in your organization. You need to take a number of factors into account, including your own personality, tastes, skills, and shortcomings, as well as those of your students, colleagues, and environment. You need to be conscious of the pros and cons of each approach, too, and be prepared to modify and mix them in response to circumstances.

Empowerment in the workplace entails allowing people to take ownership of their work and participate in meaningful decision-making. In an empowerment culture, school leaders distribute duties, openly share information, and solicit feedback from their team members. A culture of empowerment is defined not just by how school leaders treat their employees, but also by what is expected of them in return. When you empower your staff, you hold them to a higher standard, set lofty goals, and build the expectation that they will accept responsibility for their performance. When properly implemented, employee empowerment may help organization engage employees, retain top talent, and achieve optimal organizational outcomes. The purpose of the study is to determine the relationship between shared leadership and teacher's empowerment and work related outcomes.

1.1 Statement of the Problem

This study attempted to determine the impact of Shared Leadership to teacher's empowerment and work-related outcomes in different schools in Tiaong II District.

Specifically, sought to answer the following questions:

1. How do the respondents perceive task -oriented leadership style as:
 - 1.1 task management;
 - 1.2 technical assistance ;
 - 1.3 supervision and guidance; and
 - 1.4 teachers welfare?
2. How do the respondents perceive relationship –oriented leadership style with regards to:
 - 2.1 sharing leadership;
 - 2.2 leading a learning community; and
 - 2.3 developing people ?
3. How do teachers are empowered when it comes to:
 - 3.1 decision-making;
 - 3.2 commitment; and
 - 3.3 personal development?
4. How the teacher perceived work- related outcomes as to:
 - 4.1 job satisfaction; and
 - 4.2 workplace attachment ?
5. Is there a significant correlation between shared leadership as to:
 - 5.1 teacher's empowerment; and
 - 5.2 work- related outcomes?

1.Methodology

The purpose of this chapter is to provide a description of the research methodology that was utilized in this study. A description of the research design including the setting, theoretical basis, data collection procedures, and data analysis strategies are presented.

This study used the descriptive correlational research design utilizing survey questionnaire as the basic data gathering tool since it aims to develop an intervention program and ascertain how the shared leadership model relates to teacher empowerment and work-related outcomes.

According to Atmowardoyo (2018), descriptive research is a method used to describe existing phenomena as accurately as possible, with the main objective of descriptive research systematically describing the current phenomena being studied. However, A correlational research design investigates relationships between variables without the researcher controlling or manipulating them (Bhandari, 2022).

The descriptive and correlational design was employed in the study as it focuses on the current situation wherein events will be recorded, described, analyzed, and compared. The adopted survey questionnaire was used as the primary instrument to gather data. The questionnaire is divided into four parts (respondent's profile, Shared Leadership , Empowerment and Work-related Outcomes). The researcher used random sampling technique. It was directed in the elementary schools of the Division of Quezon, situated in the municipality of Tiaong, province of Quezon. The respondents were one hundred eighteen (118), the sample size of the teachers currently associated with the thirteen (13) public elementary schools in the District of Tiaong II.

Random sampling technique was utilized in the study utilizing one hundred eighteen (118) respondents of thirteen schools in Tiaong II District, Division of Quezon.

The adopted survey questionnaire from the study was used as the primary instrument to gather data. The questionnaire is divided into four parts (respondent's profile, Shared Leadership Model, Empowerment and Work-related Outcomes).

Construction. To determine the connection between shared leadership model and empowerment and work-related outcomes, the researcher adopted an online survey questionnaire divided into four parts: respondent's profile, shared leadership of school heads, empowerment, and work-related outcomes.

Part 1. Respondents Profile. This part includes the name, school, age, gender, educational attainment, length of teaching experience, designation, and school.

Part 2. Shared Leadership Models. This part refers to the assessment of the respondents towards task-oriented leadership style as portrayed by their respective school heads as to Task Management, Technical Assistance, Supervision and Guidance and Teacher's Welfare. Relationship-related leadership style in terms of Sharing Leadership, Leading a learning community and Developing people.

Part 3. Empowerment. This concerns the respondent's perception of teacher's empowerment as to Decision Making, Commitment, and Personal Development.

Part 4. Work-related Outcomes. This accords with the respondents' perceptions of work-related outcomes in the school as to job satisfaction and workplace attachment.

There were 119 statements in the questionnaire, which were rated on a five-point scale. The highest possible score for each item is five points, and the lowest score is one point.

Validation. To guarantee its accuracy and consistency, the researcher gave the survey questionnaire to the thesis adviser and other panel members for revisions and recommendations. The researcher asked one principal, three master teachers, and an English teacher to validate the statements' content in order to guarantee their quality and conformity to the study's subject matter. In order to assess the internal consistency of the survey questionnaire's items, the researcher also ran a pilot test with thirty (30) teachers prior to the study. The data gathered during the pilot test was subjected to Cronbach's Alpha.

The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. The level of consistency of the validated research instrument is shown in the data above. In terms of Shared Leadership model of school heads, empowerment, and work-related outcomes, most of the 119 statements used were deemed excellent since all of the sub-variables were greater than 0.9. Conversely, the removal of Technical Assistance Statement No. 2 in the sub-variable resulted in a lower Cronbach's value.

In gathering the response of the respondents, the researcher used a survey questionnaire as an instrument which is composed of 3 parts.

Part 1 of the questionnaire is about the respondents' perceptions about task oriented ;

Part 2 is about their perceptions in their relationship oriented leadership;

Part 3 the last part all about on how the school head and the teachers work together in establishing empowerment and teacher's work-related outcomes in their school.

The descriptive statistics such as mean and standard deviation were used to describe the respondents' perception on shared leadership model, empowerment and work-related outcomes. Pearson Product-Moment Correlation (Pearson r) was used to determine the relationship between the shared leadership model and school empowerment and work related outcomes of teachers in Tiaong II District. Significant relationship was tested at 0.01 % level of significance.

2. Results and Discussion

Table 2

Task -Oriented Leadership Style in Terms of Task Management

Indicators	Mean	SD	Verbal Interpretation
1. Sets clear and attainable goals.	4.50	0.609	Highly evident
2. Manages task execution effectively.	4.45	0.620	Evident
3. Ensures task quality by providing checklist of work, monitoring and evaluation.	4.49	0.595	Evident
4. Implements a continuous improvement culture.	4.45	0.607	Evident
5. Communicates task improvement.	4.47	0.622	Evident
6. Makes an effort to keep in touch personally with the staff.	4.48	0.594	Evident
7. Regulates the required time to complete a routinary task	4.50	0.580	Highly evident
8. Constructs task/ activity plan to provide teachers with a work reminder.	4.51	0.580	Highly evident
9. Works together with teachers on complex tasks	4.55	0.593	Highly evident
10. Chooses the right personnel in the preparation of the plan.	4.53	0.635	Highly evident
Overall	4.49	0.538	Evident

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

Based on the data presented in the table, respondents perceive task-oriented leadership style in terms of task management very positively. The respondents clearly recognize task-oriented leadership behaviors, as evidenced by the overall mean score of 4.49 with a standard deviation of 0.538.

When examining specific indicators, it becomes clear that collaborative planning aspects received the highest ratings. Working together with teachers on complex tasks scored the highest with a mean of 4.55, followed by choosing the right personnel in the preparation of the plan at 4.53, both falling into the highly evident category. Other planning elements such as setting clear and attainable goals (4.50) and constructing task/activity plans to provide teachers with work reminders (4.51) were also rated as highly evident. This suggests that respondents particularly value the collaborative and planning dimensions of task-oriented leadership.

The implementation aspects of task management were also rated positively, though slightly lower. Managing task execution effectively and implementing a continuous improvement culture both scored 4.45, placing them in the very evident category. Similarly, communicating task improvement (4.47), making an effort to keep in touch personally with staff (4.48), and ensuring task quality through checklists, monitoring and evaluation (4.49) were all perceived as very evident leadership behaviors.

The consistently low standard deviations across all indicators, ranging from 0.580 to 0.635, demonstrate strong agreement among respondents in their perceptions of these leadership behaviors. This consensus further reinforces the validity of the findings, suggesting that task-oriented leadership is being implemented effectively in this context, with no indicators falling below the very evident threshold. The data reveals a leadership approach that successfully balances structured task management with collaborative engagement with staff.

Table 3*Task -Oriented Leadership Style in Terms of Technical Assistance*

	Indicators	Mean	SD	Verbal Interpretation
1.	Provides technical assistance to teachers to improve their teaching practices.	4.45	0.620	Evident
2.	Involves teacher in the monitoring and evaluation of school practices to see if the objectives are met or not.	4.50	0.609	Highly evident
3.	Innovates and has creative ways in solving complex challenges that the school encounter.	4.48	0.662	Evident
4.	Gives advice to teachers with challenging teaching situation.	4.45	0.660	Evident
5.	Stipulates learning resources such as books, references and other sources to teachers which they can be used to achieve self-faced learning development.	4.41	0.694	Evident
6.	Shares his / her knowledge with subordinates.	4.37	0.675	Evident
7.	Shares his / her knowledge with subordinates.	4.46	0.699	Evident
8.	Transmits working knowledge and skill.	4.45	0.647	Evident
9.	Evaluates the needs of teachers towards their teaching practices.	4.47	0.622	Evident
Overall		4.45	0.620	Evident

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

Table 3, showed that the respondents perceived involvement of teacher in the monitoring and evaluation of school practices is highly evident with an overall mean of 4.50 with reference to the given indicators item number 6 got the lowest mean, sharing his / her knowledge with subordinates with mean 4.36, interpreted as evident.

The data implies that involvement of teacher in the monitoring and evaluation of school practices can be beneficial but encouragement to share expertise and knowledge should be given emphasis to attain organizational goals.

Fullan (2016) found that when instructors participate in monitoring and evaluation , they are more likely to take ownership of the data and use the findings to improve their practice. This is consistent with the findings of Guskey (2002), who emphasized the importance of teacher feedback loops in sustaining professional development and responsibility. Involving teachers also develops a collaborative and transparent culture, which leads to increased trust and shared accountability in schools .

As stated by Anzalone, 2017 the task-oriented leader makes planning and arrangement of the work, clarifies the aims, defining the roles of the employees, and organizes the steps of the tasks for its accomplishment. Sharing knowledge and giving technical assistance are the primary responsibilities of the leader.

Table 4***Task -Oriented Leadership Style in Terms of Supervision and Guidance***

	Indicators	Mean	SD	Verbal Interpretation
1.	Supports and ensure that teachers are on their right track of teaching.	4.48	0.622	Evident
2.	Understands role and responsibility of teachers and other personnel.	4.50	0.649	Highly evident
3.	Performs tasks in accordance with the DepEd mission and visions.	4.51	0.623	Highly evident
4.	Reminds teachers to display respect and understanding towards one another.	4.51	0.595	Highly evident
5.	Displays proper behavior towards work commitment that radiates and imitated by teachers.	4.53	0.635	Highly evident
6.	Gives subordinates trust and freedom to perform the assigned tasks given to them.	4.52	0.609	Highly evident
7.	Provides technical assistance to teachers when the tasks seem difficult to execute.	4.46	0.594	Evident
8.	Influences teachers to be optimistic in facing challenges towards their job.	4.51	0.595	Highly evident
9.	Encourages teachers to carry out their tasks properly with willingness and passion.	4.55	0.606	Highly evident
10.	Supports teachers in employing diverse teaching strategies to induce better learning outcomes among the learners.	4.52	0.609	Highly evident
	Overall	4.51	0.557	Highly evident

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

The data in table 4 revealed that the perception of teacher respondents in supervision and guidance is highly evident with an overall mean of 4.51. With reference to the given indicators item number 9 got the highest mean and interpreted as highly evident, principal/school head encourages teachers to carry out their tasks properly with willingness and passion, the main reason why it gain the highest mean, because encouragement of school head may contribute to the eagerness of teachers to carry out task.

The result implies that school leaders encourage teachers to willingly carry out task with compassion . In connection school heads provide supervision and guidance through classroom observation to teachers every quarter as indicated to their Office Performance Commitment and Review Form (OPCRF) that they have to conduct an observation to all teachers 4 times in a year, it may promote improvement in teaching learning process.

Lowest mean results that indicates lack of school leader's assistance to teachers may affect the attainment of organizational goals.

School heads are often overwhelmed with administrative duties, meetings, and reporting requirements. As a result, they are unable to provide effective guidance and support to teachers, students, and staff. This can result in decreasing instructional support for instructors, a lack of leadership in resolving student or classroom difficulties, fewer mentor ship opportunities, and lower employee motivation and engagement. Possible solutions included like delegating clerical and operational duties to qualified staff in order to free up school heads for instructional leadership, as well as training department heads or senior teachers to act as guidance and support intermediaries.

Table 5***Task -Oriented Leadership Style in Terms of Teacher's Welfare***

	Indicators	Mean	SD	Verbal Interpretation
1.	Provides teacher with adequate information and opportunities that will encourage them to improve instruction and enrich the curriculum.	4.37	0.623	Evident
2.	Provides sufficient access to instructional technology including computers, printers, software and internet access.	4.39	0.702	Evident
3.	Provides teachers with opportunities for professional development.	4.45	0.661	Evident
4.	Allocates materials, resources and supplies needed.	4.39	0.690	Evident
5.	Organizes SLAC session for teachers.	4.48	0.622	Evident
6.	Achieve instructional support in present teaching.	4.50	0.609	Highly evident
7.	Makes sure that salary, benefits and honorarium were given to teachers.	4.56	0.562	Highly evident
8.	Provides rewards and recognition to teachers for their outstanding and remarkable performance.	4.40	0.717	Evident
9.	Supports teachers in employing diverse teaching strategies.	4.49	0.636	Evident
10.	Boosts the moral of teachers when facing difficult teaching challenges.	4.49	0.649	Evident
	Overall	4.45	0.573	Evident

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

The table above displayed the summary perception of the respondents regarding teacher's welfare with an overall mean of 4.45 interpreted as evident. In final analysis the instructional leaders are consistent in providing instructional support to teachers.

In connection, instructional leaders make sure that salary, benefits and honorarium were given to teachers and other support to make their teaching and living convenient. The department provides justifiable remuneration, benefits, bonuses and other incentives to make their teachers feel valued and prioritize their welfare.

Providing teachers with benefits is a powerful way to enhance their well-being, boost morale, and improve retention and performance. Teachers often face high workloads, emotional stress, and stagnant salaries. Providing them with benefits can improve job satisfaction and motivation, enhance physical and mental well-being, encourage professional growth and create a positive and supportive school culture.

According to Johan, et al. (2019) wholistic well-being of employees is key to the delivery of high-quality public services: Previous scholarship has demonstrated that public employees who experience high levels of well-being in their work perform better than employees in less advantageous work settings.

Table 6*Relationship -Oriented Leadership Style in terms of Sharing Leadership*

	Indicators	Mean	SD	Verbal Interpretation
1.	Takes responsibility in decision –making of their organization but allows colleagues to be part of it.	4.46	0.622	Evident
2.	Allows diverse perspectives and ideas to be considered, fostering a culture of innovation and creativity.	4.45	0.634	Evident
3.	Recognizes that every team member possesses unique skills, perspective and expertise.	4.50	0.609	Highly evident
4.	Discusses different point of view before arriving on a consensus.	4.47	0.649	Evident
5.	Builds trust and communicate to teachers openly.	4.48	0.675	Evident
6.	Identify clear goals of the organization.	4.51	0.636	Highly evident
7.	Engages others to participate in different tasks or ancillary.	4.50	0.609	Highly evident
8.	Sets himself/ herself as a role model that shows enthusiasm and passion.	4.46	0.674	Evident
9.	Makes supportive coaching to reinforce shared leadership.	4.47	0.674	Evident
10.	Anticipates conflict with open- mindedness and unbiased judgement .	4.39	0.704	Evident
	Overall	4.47	0.584	Evident

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

The relationship oriented leadership style with regards to sharing leadership was indicated in table 6. Teachers perceived that school leaders identify clear goals of the organization. With the highest mean of 4.51, which is considered highly evident, instructional leaders also acknowledge that each team member has distinct abilities, viewpoints, and areas of expertise. They also encourage others to participate in various tasks or ancillary activities.

Clear goals must be communicated to instructors in order to match individual efforts with the school's general direction. When instructors grasp the school's goals, they may focus their techniques, collaborate more effectively, and make a significant contribution to student success. To ensure that all teaching staff are educated, aligned, and motivated to work toward common school objectives, short- and long-term goals must be properly communicated.

While school leaders recognizes skills, talents and expertise of teachers to acquaint them to share their creativity to achieve organizational goals some school leaders have difficulty in encouraging teachers to participate due to heavy workload and other ancillary tasks.

As per Arana et al., (2019) shared leadership is all about coordinating, supporting, and contributing to the growth of the members in their teams. It is a participative method that allows for deep cooperation and innovative teamwork. In this respect, it is the exact opposite of task-oriented leadership. Team members are also likely to be willing to take risks, as they understand that their boss would provide help whenever necessary.

As articulated by Reilly and Anthony (1968) leaders who practice sharing leadership value supporting, inspiring, and developing their employees. They foster collaboration and teamwork by creating healthy relationships and encouraging open communication. Relationship-focused managers

care about every individual employee's welfare and are more than willing to invest time and energy to meet their individual needs. In all this, they offer inducements like bonuses, try to sort out problems in the workplace, have more relaxed relationships with workers to find out their best assets and weaknesses, and create a non-competitive work environment.

Table 7*Relationship -Oriented Leadership Style in Terms of Leading a Learning Community*

Indicators	Mean	SD	Verbal Interpretation
1. Stays informed of the continually changing context for teaching and learning.	4.42	0.631	Evident
2. Advocates for efforts to ensure that policies are aligned to effective teaching and learning.	4.40	0.655	Evident
3. Builds consensus on a vision that reflects the core values of the school community.	4.44	0.659	Evident
4. Provides opportunities for teachers to improve practice.	4.45	0.634	Evident
5. Encourages teachers to pursue higher education.	4.49	0.662	Evident
6. Empower teachers in order to realize school's vision.	4.47	0.662	Evident
7. Capacitates parents and other members of school learning community to have expertise that can contribute to learning.	4.45	0.647	Evident
8. Provides teachers with fundamental support of learning needs.	4.39	0.641	Evident
9. Allows subordinates to perform self - reflection that will lead to strategize teaching approach.	4.44	0.672	Evident
10. Appreciates individuality or diversity that can develop progress into the organization.	4.43	0.645	Evident
Overall	4.44	0.605	Evident

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

The table 7 presented the perceived of the respondent's relationship leadership style as to leading a learning community. It shows that instructional leaders encourages teachers to pursue higher education got the highest mean of 4.49 and standard deviation of 0.662 which implies that leading a learning community encourages teachers to study and stay on track to the changing context in education .

Teachers pursuing higher education is a valuable investment for both individual educators and the entire school community. Encouraging and supporting teachers in pursuing higher education (such as master's degrees, doctoral programs, or specialized certifications) enhances their professional competence, broadens their instructional strategies, and contributes to overall school improvement. It may beneficial to both teacher and school they are affiliated, this improved instructional quality, stronger mentoring and peer support networks, develop more qualified candidates for leadership roles and enhanced reputation of the school.

Teachers should receive fundamental assistance for their learning needs, such as reports, suggestions, or school development plans. To ensure high-quality instruction and better student results,

teachers must receive continuous and meaningful support for their ongoing learning and professional development. To provide teachers with the skills, resources, and experiences they need for ongoing professional development, allowing them to adapt to changing educational demands and enhance teaching methods.

Regular training sessions, workshops, and in-service programs address current teaching practices, curriculum revisions, and emerging technologies. Teachers must get instructional resources, as well as coaching and mentor ship. Teachers should get collaborative learning and constructive criticism as part of frequent classroom observations and reviews.

Supporting, developing, recognizing, and empowering are the four components of relationship-oriented behavior that go into creating a learning environment, according to Hoogetboom & Wilderom (2015). In addition, it involves soliciting suggestions, expressing agreement, being amiable, giving constructive criticism, supporting, and demonstrating a personal interest.

Table 8

Relationship -Oriented Leadership Style in Terms of Developing People

Indicators	Mean	SD	Verbal Interpretation
1. Creates a conducive and harmonious workplace for teachers and staff.	4.48	0.649	Evident
2. Facilitates training for teachers to equip them on their teaching pedagogy.	4.45	0.660	Evident
3. Sets clear and measurable goals within the organization to improve and facilitate improvement.	4.47	0.662	Evident
4. Provides regular productive feedback that can boost teacher's morale.	4.42	0.657	Evident
5. Builds rapport on employees to motivate them to contribute genuinely to the organization.	4.45	0.660	Evident
6. Clarifies strategy and planning process to ensure implementation a success.	4.47	0.622	Evident
7. Provides a positive work environment leads to an increase in employee well-being, reduces turnover, increases loyalty, and promotes better job performance.	4.45	0.661	Evident
8. Provides fair recognition.	4.43	0.671	Evident
9. Encourages employees to adopt responsibility and accountability when no clear manager is attached.	4.49	0.623	Evident
10. Sets a clear communication channels that allows better relationship within organization.	4.46	0.662	Evident
Overall	4.46	0.605	Evident

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

It appears from table 8 perceived of the respondents on relationship oriented leadership style as to developing people of instructional leaders showing percentage score, standard deviation, value interpretation and its overall result.

As to school heads, encourages employees to adopt responsibility and accountability when no clear manager is attached the mean average of 4.49 and a standard deviation of 0.623 while creating a conducive and harmonious workplace for teachers and staff give a mean average of 4.48 and a standard

deviation of 0.649 and yet both gives a value interpretation of very evident result. It has an overall result of 4.46, standard deviation of 0.605 and evident value interpretation.

It implies that school leader develops conducive workplace for teachers and staff to make working environment positive among colleagues and make them accountable and responsible in every task they carry out.

Behrendt et al., 2017 described leadership behavior like developing people tends to consolidate interpersonal relationships in a group, resolving conflicts and interpersonal problem. Overall, relationship-oriented behavior is aimed at enhancing the interaction among group members. Therefore, the employee's involvement, identification, and commitment, and the group's cohesion, job and leader satisfaction, and motivation are increased, facilitating the achievement of the group's objectives.

A conducive workplace directly impacts teacher satisfaction, teamwork, performance, and student outcomes. When school staff feel supported and respected, they are more likely to work collaboratively with colleagues, stay committed to the school long-term, innovate and engage in continuous improvement and maintain high morale and emotional well-being.

Furthermore, Wright et al. (2012) mentioned that relations-oriented leader provides conditions for personal identification with the leader and is thus likely to facilitate role modelling and social learning in the exchange between leaders and followers. This identification is fostered by the fact that relations-oriented leadership resonates frequently with followers' mental models of an ideal leader. Leaders with whom followers identify and whom they accept as role models are in a good position to charge their followers' work with mission and meaning. This sense-giving is a job resource that should result in higher levels of well-being of employees because it helps them find meaning in their work and addresses their need for self-actualization.

Table 9

Level of Empowerment in Terms of Decision Making

Indicators		Mean	SD	Verbal Interpretation
1.	Seek data to validate accuracy and relevancy in potential solutions	4.49	0.580	Empowered
2.	Combine experience and knowledge with data to find the best solution.	4.55	0.579	Highly Empowered
3.	Make timely decisions.	4.51	0.609	Highly Empowered
4.	Use logical reasoning to weigh the pros and cons of their potential course of action.	4.53	0.580	Highly Empowered
5.	Need to be aware of, have control over, and express emotions in a healthy and measured way.	4.46	0.622	Empowered
6.	Avoid making decision based on emotions that can lead to impulsiveness and poor choices.	4.45	0.647	Empowered
7.	Weigh the pros and cons of a task and give decisions more intelligently.	4.46	0.594	Empowered
8.	Accept guidance and feedback from others.	4.60	0.572	Highly Empowered
9.	Prepare and have contingency plan for failed decision outcome.	4.51	0.565	Highly Empowered
10.	Give suggestions and recommendations from colleagues.	4.52	0.594	Highly Empowered
Overall		4.51	0.527	Highly Empowered

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

Accept guidance and feedback from others got the highest mean average of 4.60 and standard deviation of 0.572, while avoid making decision based on emotions that can lead to impulsiveness and

poor choices got 4.45 mean average and a standard deviation of 0.647 got the lowest result. This table shows an overall result of 4.51 and standard deviation of 0.527 and yields a highly empowered interpretation.

It shows that teachers accept guidance and feedback from others and draws decision based on facts and data to avoid impulsive decision making.

As mandated by Moran (2015) with teacher empowerment, in many cases, it is aimed at elevating the decision making powers of teachers along with responsibility in their domains. Additionally, when teachers are engaged in decision making, their capacity to solve problems increases, and the whole school gains from it, leading to an experience of enhanced commitment toward the whole organization.

Thus, transferring decision making responsibilities to teachers is a significant aspect of teacher empowerment. But schools must have definite and well-defined rules about teacher involvement in order not to make it a privilege for a select group of teachers.

Table 10

Level of Empowerment in Terms of Commitment

Indicators	Mean	SD	Verbal Interpretation
1. Devote efforts by forwarding organization values and goals by investing time in pursuing the needs of the organization and other team members.	4.58	0.512	Exceptional Commitment
2. Am willing to work hard to achieve the best results for their organization.	4.69	0.465	Exceptional Commitment
3. Create and maintain positive relationship with others.	4.65	0.514	Exceptional Commitment
4. Encourage others to solve problems to keep the team progressing toward greater success.	4.64	0.516	Exceptional Commitment
5. Allocate time and efforts in the workplace.	4.64	0.533	Exceptional Commitment
6. Keep going even when something is challenging.	4.63	0.519	Exceptional Commitment
7. Accept feedback making it positive by showing commitment at work.	4.69	0.500	Exceptional Commitment
8. Consistent with approach to team members by promoting everyone's success in an unbiased way.	4.62	0.521	Exceptional Commitment
9. Am committed when I feel valued and recognise.	4.65	0.497	Exceptional Commitment
10. Inspire by others accomplishment and valued work.	4.67	0.489	Exceptional Commitment
Overall	4.69	0.635	Exceptional Commitment

Legend: 1.0-1.49 (Minimal Commitment); 1.50-2.49 (Limited Commitment); 2.50-3.49 (Moderate Commitment); 3.50-4.49 (Strong Commitment); 4.50-5.0 (Exceptional Commitment).

It shows that teachers are willing to work hard to achieve the best results for their organization and accept feedback making it positive by showing commitment at work got the same mean average of 4.69, while devote efforts by forwarding organization values and goals by investing time in pursuing the needs of the organization and other team members showed the lowest mean average of 4.58 though both gives a value interpretation of exceptional commitment manifestation.

It implies that teachers are committed and willing to work hard to achieve the best result while there is a need to invest time for pursuing the needs organization. Teachers who are actively involved in

school processes, such as decision making and planning , demonstrate a strong willingness to work hard in order to achieve the best results for their organization. Their commitment is often reflected in their openness to constructive feedback, which they view not as criticism, but as an opportunity for growth and improvement. This positive attitude toward feedback fosters a culture of continuous learning and professional excellence, ultimately contributing to better educational outcomes and institutional success .

To back this up, Ray (2019) research discovered a moderately positive relationship between shared leadership practices and organizational trust. From his work, shared leadership has been researched with various relevant variables to organizational commitment. All reviews established that shared leadership was positively related to organizational commitment, school commitment, organizational trust, shared justice, organizational citizenship behavior. According to his study, there is a modest, positive ,there is a strong relationship between shared leadership and organizational commitment.

Table 11
Level of Empowerment in Terms of Personal Development

Indicators	Mean	SD	Verbal Interpretation
1. Spend my time in personal and professional projects.	4.58	0.545	Exceptional Engagement
2. Conduct self-reflection and self-assessment to uplift personal growth.	4.58	0.529	Exceptional Engagement
3. Willing to be coach and mentor by school heads and other members of the educative organization.	4.65	0.497	Exceptional Engagement
4. Attend seminars that can contribute on my learnings.	4.66	0.477	Exceptional Engagement
5. Pursue graduate studies to elevate knowledge and pedagogy.	4.55	0.563	Exceptional Engagement
6. Initiate small learning group where everybody can share and learn.	4.56	0.515	Exceptional Engagement
7. Embrace mistakes and learn from it.	4.68	0.536	Exceptional Engagement
8. Open- minded to new ways of teaching including ICT integration.	4.66	0.528	Exceptional Engagement
9. Learn and relate from the experiences of others and use it as guide for empowerment.	4.64	0.533	Exceptional Engagement
10. Use a variety of instructional tactics to improve learning results for their students.	4.58	0.512	Exceptional Engagement
Overall	4.61	0.442	Exceptional Engagement

Legend: 1.0-1.49 (Minimal Engagement); 1.50-2.49 (Limited Engagement); 2.50-3.49 (Moderate Engagement); 3.50-4.49 (Active Engagement); 4.50-5.0 (Exceptional Engagement).

Table 11 is perceived of the respondents on empowerment as to personal development. It appears that embracing mistakes and learn from it is the highest with 4.68 mean average and a standard deviation of 0.536, while pursuing graduate studies to elevate knowledge and pedagogy got the lowest with a mean average of 4.55 with 0.563 standard deviation but still they got a exceptional engagement interpretation. An overall result of 4.61 mean average, 0.442 standard deviation and a exceptional engagement value interpretation for the table shown.

It implies that teachers take note of their mistakes and use it in the future as and draw learning from it. Even though teachers were back up with knowledge some decisions are made yielding a wrong results but then they use it for future decisions.

While on the other hand the lowest mean suggests that teachers when it comes to personal development have a weaker engagement in pursuing graduate studies to elevate knowledge and pedagogy due to some reasons like heavy workloads ,other ancillary task and lack of financial allotment to continue higher education.

It impacts level of teachers who are not eager to pursue higher education to improve professional growth which reflects on the delivering of quality education as a whole.

Empowerment, according to Wadhwa and Verghese (2015), is a process of delegation of power, responsibility along with authority to the employees through the managers. Empowered employee will typically build competency to effectively execute their job by utilizing their skills and knowledge for their own development.

Empowerment is apparently closely related to task motivation. Empirical research by Dee et al, (2003) using Spreitzer's definition of empowerment illustrated that empowered teachers were found to have greater organizational commitment. The "meaning", "self-determination", and "impact" dimensions, and the composite empowerment score positively impacted on the level of commitment among teachers to the school. Thus it is possible to state that in order to involve teachers in pedagogical reform one should provide them with some power over their own activities and allow them to shape the reform process.

Table 12
Work-related Outcomes in Terms of Job Satisfaction

Indicators	Mean	SD	Verbal Interpretation
1. Am satisfied with current job as a teacher.	4.44	0.591	High Satisfaction
2. Feel valued by administration.	4.45	0.606	High Satisfaction
3. Receive adequate support from colleagues.	4.51	0.580	Very High Satisfaction
4. Have sufficient resources to effectively teach students.	4.29	0.666	High Satisfaction
5. Manage workload well.	4.39	0.726	High Satisfaction
6. Have opportunities for professional development.	4.45	0.634	High Satisfaction
7. Feel motivated to come to work each day.	4.40	0.587	High Satisfaction
8. Believe I am fairly compensated for work.	4.34	0.655	High Satisfaction
9. Would recommend teaching as a profession to others.	4.21	0.791	High Satisfaction
10. Am able to maintain a good work-life balance.	4.39	0.614	High Satisfaction
Overall	4.39	0.516	High Satisfaction

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

Table 12 reflects perceived extent of the respondents on work- related outcomes as to job satisfaction, receive adequate support from colleagues got the highest mean average of 4.51 and a standard deviation of 0.580 with very high satisfaction interpretation, while recommending teaching as a profession to others got the lowest mean average of 4.21 and a standard deviation of 0.791 with high satisfaction interpretation.

This indicates that teachers receive adequate support from colleagues to assist them in carrying task which makes them feel satisfy about their work. Asking for support from a colleague to carry out a task can have several positive effects both for the individual and the team because it improved task efficiency and quality, strengthened team collaboration, enhanced morale, engagement and delegating or sharing responsibilities allows for more manageable workloads and prevents burnout.

In accordance to this, Jolodar and Jolodar (2012) proved that human resource development and employee productivity are directly correlated to job satisfaction. Consequently, increased job satisfaction levels will increase productivity and ultimately organizational growth. From the literature review, it is evident there are a number of factors which might influence job satisfaction and make workers happier at work.

Moreover, Van Dick et al., 2018 identity leadership was also a predictor for organizational citizenship, identification with the team, innovative work behavior, and job satisfaction, as well as trust towards the leader.

Table 13

Work-related Outcomes in Terms of Workplace Attachment

Indicators		Mean	SD	Verbal Interpretation
1.	Feel a strong emotional connection to school.	4.50	0.580	Very high attachment
2.	Believe work significantly impacts students' lives.	4.55	0.564	Very high attachment
3.	Have developed close relationships with colleagues.	4.52	0.550	Very high attachment
4.	Consider school as a second home.	4.59	0.527	Very high attachment
5.	Look forward to coming to work each day.	4.53	0.550	Very high attachment
6.	Feel that values align with the culture of school.	4.51	0.565	Very high attachment
7.	Would be reluctant to leave current school for another position.	4.31	0.686	High attachment
8.	Am committed to the goals and mission of school.	4.50	0.550	Very high attachment
9.	Feel fulfilled in my role as a teacher within this school.	4.54	0.549	Very high attachment
10.	Often participate in school activities outside of teaching duties.	4.53	0.565	Very high attachment
Overall		4.51	0.452	Very high attachment

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

Perceived extent of the respondents on work-related outcomes as to workplace attachment for table 13. Thus consider school as a second home has the highest mean average of 4.59 and standard deviation of 0.529, while being reluctant to leave current school for another position is the lowest with mean average of 4.31 and 0.686 for its standard deviation that both falls under high attachment interpretation. In addition, it has an overall mean average of 4.51, standard deviation of 0.452.

It implies that teachers consider school as their second home because they feel valued and satisfied with their workplace. Teachers frequently regard the school as a second home, creating strong emotional bonds with both the place and the people in it. Their attention to kids and enthusiasm for education produce a sense of belonging and commitment that extends beyond the scope of a standard employment.

As expressed by Rioux (2006) proposed the first theoretical model and the first scale to measure the effects of attachment to the workplace on various attitudes and behaviors in the organization. As already mentioned, attachment to the workplace is defined as the emotional link resulting from the dynamic interaction between an employee and his/her organizational environment and is considered to be an important aspect of the quality of working life. Several studies have confirmed that insofar as employees can customize their workplace, they are more attached to it, consequently

increasing the measures of the quality of working life like job satisfaction, well-being, and performance. In recent years, attachment to the workplace has been the focus of many studies which have considered it in terms of a very extensive range of psychosocial variables. A positive association between attachment to the workplace and affective commitment.

As shown by the fact that Rioux and Pavalache-Ilie (2013) discovered that workplace attachment is a reliable predictor of two organizational citizenship behaviors dimensions: "help given to colleagues" and "team spirit." To be more specific, the authors show that the stronger the workplace attachment of employees, the more they will exhibit these citizenship behaviors towards their colleagues and help in the proper functioning of the team. Furthermore, workers who feel attached to their workplace will exhibit greater job satisfaction compared to their coworkers with low attachment.

Table 14

Test of Correlation between Shared Leadership and Empowerment

Shared Leadership	Empowerment		
	Decision Making	Commitment	Personal Development
Task-Oriented Leadership Style			
• Task Management	0.661**	0.298**	0.386**
• Technical Assistance	0.694**	0.407**	0.465**
• Supervision and Guidance	0.644**	0.352**	0.462**
• Teacher's Welfare	0.660**	0.371**	0.459**
Relationship-Oriented Leadership Style			
• Sharing Leadership	0.728**	0.366**	0.496**
• Leading a Learning Community	0.742**	0.416**	0.493**
• Developing People	0.707**	0.407**	0.449**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The data presented in the table demonstrates a significant correlation between shared leadership models and teacher empowerment across multiple dimensions. All relationships shown are statistically significant, with most achieving significance at the 0.01 level (two-tailed), indicating robust and reliable associations.

Relationship-Oriented Leadership styles consistently show stronger positive correlations with teacher empowerment than Task-Oriented Leadership approaches. Specifically, the relationship-oriented practices of Leading a Learning Community (0.742**), Sharing Leadership (0.728**), and Developing People (0.707**) demonstrate the strongest associations with teacher Decision Making empowerment. This suggests that school leaders who focus on collaborative, growth-oriented leadership approaches are more effective at fostering teacher agency in decision-making processes.

Among the three empowerment dimensions, Decision Making consistently shows the strongest

correlations with all leadership styles, while Commitment exhibits comparatively weaker associations. This pattern indicates that shared leadership models may have their most profound impact on teachers' sense of involvement in school governance and policy formation. Even within the Task-Oriented Leadership category, practices like Technical Assistance (0.694**) and Supervision and Guidance (0.644**) maintain strong correlations with Decision Making empowerment.

Personal Development as an empowerment dimension shows moderate to strong positive correlations across leadership styles, with the strongest associations appearing with relationship-oriented approaches. This finding suggests that leadership models emphasizing collaboration and shared responsibility create environments where teachers feel more empowered in their professional growth.

In agreement with this, Tindowen, (2019) said that among the ways of raising the performance and motivation of the employees is to empower them. The employees must be empowered in order to raise their creativity, capacity to innovate and flexibility. Empowerment is one core characteristic which contributes positively to success, productivity and growth within organizations. It is when employees have decision-making power or a setting where they can be held responsible for their work

Table 15

Test of Correlation between Shared Leadership and Work-related Outcomes

Shared Leadership	Work –Related Outcomes	
	Job Satisfaction	Workplace Attachment
Task-Oriented Leadership Style		
• Task Management	0.447**	0.512**
• Technical Assistance	0.495**	0.508**
• Supervision and Guidance	0.507**	0.516**
• Teacher's Welfare	0.554**	0.524**
Relationship- Oriented Leadership Style		
• Sharing Leadership	0.531**	0.525**
• Leading a Learning Community	0.530**	0.535**
• Developing People	0.521**	0.494**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The data presented in the table demonstrates a significant correlation between shared leadership models and work-related outcomes across multiple dimensions. All relationships shown are statistically significant, with most achieving significance at the 0.01 level (two-tailed), indicating robust and reliable associations.

Relationship-Oriented Leadership styles consistently show stronger positive correlations with work-related outcomes than Task-Oriented Leadership approaches. Specifically, the relationship-oriented

practices of Leading a Learning Community (0.531**), Sharing Leadership (0.530**), and Developing People (0.521**) demonstrate the strongest associations with teacher job satisfaction work-related outcomes. This suggests that teachers who receive supports, professional opportunities and fair compensation are more likely to demonstrate job satisfaction.

Among the two work-related outcomes dimensions, Workplace attachment consistently shows the strongest correlations with all leadership styles, other than Job satisfaction that exhibits comparatively weaker associations. This pattern indicates that shared leadership models may have their most profound impact on teachers' attachment and contentment on work. Even within the Task-Oriented Leadership category, practices like teacher's welfare (0.524**) and Supervision and Guidance (0.516**) maintain strong correlations with Workplace attachment work-related outcomes.

In order to corroborate the findings, Rioux and Pavalache-Ilie (2013) identified that attachment to the workplace is a strong predictor of two organizational citizenship behavior dimensions: "help given to colleagues" and "team spirit." In particular, according to the authors, the more workers are attached to the workplace, the more they will display citizenship behaviors toward colleagues and collaborate to ensure effective team functioning. Apart from this, employees with workplace attachment will exhibit greater job satisfaction compared to their colleagues whose attachment is low.

3. Recommendations

In light of the findings and conclusions of the study, the following recommendations are offered, the school principals are encouraged to reflect and evaluate their leadership style whether task oriented style or relationship oriented style for fostering a collaborative and positive working climate for teachers. The aim should be to build an environment where leadership is not merely the prerogative of a select few but is shared by all the teachers to build a more engaged, motivated, and effective teaching force. Incorporating shared leadership into the teaching profession not only empowers teachers but also improves work-related outcomes such as job satisfaction, motivation, and collaboration. When teachers are given leadership opportunities, trust, and support, they are more likely to contribute positively to their schools and improve student learning outcomes.

School leaders have to measure the success of instructors based on their leadership styles. They could help instructors enhance their capacity for instruction and learning, establish standards for their professional growth, comprehend their accountability, and encourage them to innovate.

Teachers and school administrators are encouraged to work together on building a positive school climate creating empowerment and enhancing positive work-related outcomes. Researchers in the future could look into examining other variables under shared relationship frameworks among teacher's empowerment and job outcomes.

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