

The Interplay of Psychological Empowerment on the Organizational Commitment of Public Elementary Teachers in Davao City Division

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: August 2026 Keywords: Psychological Empowerment Organizational Commitment Descriptive-Correlational Public Elementary Teachers Davao City Philippines	This study explored the relationship between psychological empowerment and the organizational commitment of public elementary teachers in the Davao City Division, Philippines. Specifically, it determined the extent of psychological empowerment and organizational commitment among teachers, the relationship between these variables, and the domains of psychological empowerment that significantly influence organizational commitment. Using probability sampling, 150 public elementary teachers were selected as respondents. Employing the descriptive-correlational survey method, the data gathered were analyzed using Mean, Pearson Product-Moment Correlation, and Regression Analysis. Results revealed an extensive level of psychological empowerment and an extensive level of organizational commitment among teachers. Furthermore, a significant relationship was found between psychological empowerment and organizational commitment. Moreover, all domains of psychological empowerment, namely meaning, competence, self-determination, and impact, were found to significantly influence the organizational commitment of teachers. Based on the findings, it is suggested that higher officials in the Department of Education and school heads identify means to help teachers become more committed in rendering excellent service. Future researchers may further explore these variables by considering other factors and research methods.

1. Introduction

Teachers are the cornerstone of any educational system, and their willingness to remain committed to their schools has profound implications for the quality of education. Organizational commitment, the psychological attachment and loyalty that employees feel toward their organization, has been widely linked to reduced turnover, greater effort, and improved performance. In the teaching profession, where retention and dedication directly affect learner outcomes, understanding the factors that strengthen organizational commitment is a matter of both scholarly and practical importance.

One factor increasingly recognized as a driver of commitment is psychological empowerment. Conceptualized as a motivational construct reflecting an individual's active orientation toward their work role, psychological empowerment comprises four cognitions: meaning, competence, self-determination, and impact. When teachers find their work meaningful, feel capable of performing it, exercise autonomy in how they carry it out, and perceive that they can influence outcomes, they are more likely to invest themselves fully in their organization. This suggests a compelling link between how empowered teachers feel and how committed they become. While international literature has affirmed the relationship between psychological empowerment and organizational commitment, this connection had not been examined specifically within the local setting of the Davao City Division. Public elementary teachers in this division operate within a distinctive context shaped by large class sizes, administrative demands, and evolving professional expectations. Determining whether and how psychological empowerment relates to organizational commitment in this setting fills an important gap and provides evidence to inform local educational management.

This study was therefore conducted to determine the extent of psychological empowerment and organizational commitment among public elementary teachers in the Davao City Division, to examine the relationship between these variables, and to identify the domains of psychological empowerment that significantly influence organizational commitment.

1.1 Statement of the Problem

This study sought to answer the following questions: (1) What is the extent of psychological empowerment of public elementary teachers in terms of meaning, competence, self-determination, and impact? (2) What is the extent of organizational commitment of public elementary teachers? (3) Is there a significant relationship between psychological empowerment and organizational commitment? and (4) Which domains of psychological empowerment significantly influence organizational commitment?

1.2 Significance of the Study

The findings of this study are expected to benefit several groups. For the Department of Education and school heads, the results provide evidence for designing interventions that enhance teacher empowerment and, in turn, commitment. For teachers, the study affirms the value of empowering work conditions. For future researchers, it contributes local evidence to the growing body of literature on empowerment and commitment in educational organizations.

2. Literature Review

2.1 Psychological Empowerment

Psychological empowerment is understood as an intrinsic motivational state manifested in four cognitions. Meaning refers to the value of a work goal judged in relation to an individual's own ideals and standards. Competence, or self-efficacy, is the belief in one's capability to perform work activities skillfully. Self-determination reflects a sense of autonomy and choice in initiating and regulating one's actions. Impact denotes the degree to which an individual can influence strategic, administrative, or operating outcomes at work. Together, these cognitions constitute an active orientation in which individuals feel able to shape their work and their work environment.

Research has consistently shown that psychologically empowered employees exhibit higher job satisfaction, stronger motivation, and greater willingness to exert discretionary effort. In educational settings, empowered teachers tend to be more innovative, more engaged, and more resilient in the face of challenges, positioning empowerment as a valuable lever for organizational outcomes.

2.2 Organizational Commitment

Organizational commitment is commonly conceptualized as having three components: affective commitment, or emotional attachment to the organization; continuance commitment, or the perceived costs of leaving; and normative commitment, or a felt obligation to remain. Among these, affective commitment is most strongly associated with positive work behaviors. Committed teachers are less likely to leave the profession, more likely to go beyond minimum requirements, and more likely to contribute to a positive school climate. Understanding the antecedents of commitment is therefore central to teacher retention and school effectiveness.

2.3 Linking Empowerment and Commitment

Theoretical and empirical work suggests that psychological empowerment functions as an antecedent of organizational commitment. When individuals experience meaning, competence, self-determination, and impact, they develop a stronger emotional bond with the organization that enables these experiences. Self-determination theory and social exchange theory both offer explanations: empowered employees reciprocate the autonomy and trust they receive with heightened loyalty and commitment. Although this relationship is well documented internationally, the present study contributes context-specific evidence from the Philippine public elementary school setting, addressing a gap in the local literature.

3. Methodology

3.1 Research Design

This study employed a quantitative, descriptive-correlational research design. The descriptive component determined the extent of psychological empowerment and organizational commitment, while the correlational component examined the relationship between these variables and identified the domains of empowerment that significantly influence commitment. This design was appropriate because the study aimed to describe existing conditions and analyze associations among naturally occurring variables without manipulation.

3.2 Respondents and Sampling

The respondents were 150 public elementary teachers in the Davao City Division, selected through probability sampling to ensure representativeness and to support the generalizability of the findings. Probability sampling provided each member of the target population a known, non-zero chance of selection, thereby reducing selection bias.

3.3 Research Instrument

Data were collected through a structured survey questionnaire composed of two parts. The first part measured psychological empowerment across the four domains of meaning, competence, self-determination, and impact. The second part measured organizational commitment. Items were rated on a five-point Likert scale with corresponding descriptive interpretations. The instrument underwent validation and reliability testing prior to administration to ensure that it accurately and consistently measured the intended constructs.

3.4 Data Gathering Procedure

The researcher secured the necessary permissions from division and school authorities before administering the questionnaires. Informed consent was obtained from all respondents, who were assured of the voluntary nature of their participation and the confidentiality of their responses. Completed questionnaires were retrieved, screened for completeness, and encoded for analysis.

3.5 Data Analysis

Descriptive and inferential statistics were employed. The Mean determined the extent of psychological empowerment and organizational commitment. The Pearson Product-Moment Correlation Coefficient tested the relationship between the two variables. Regression Analysis identified which domains of psychological empowerment significantly influence organizational commitment. The level of significance was set at 0.05.

3.6 Ethical Considerations

Ethical standards were observed throughout the study. Participation was voluntary and based on informed consent, and respondents retained the right to withdraw at any stage. Anonymity and confidentiality were maintained through secure handling of data, which were used solely for the purposes of this research.

4. Findings

4.1 Extent of Psychological Empowerment

The first objective determined the extent of psychological empowerment among public elementary teachers. As shown in Table 1, psychological empowerment was extensive, with an overall mean of 4.41. Among the domains, meaning obtained the highest mean (4.52), followed by competence (4.45), impact (4.36), and self-determination (4.31). These results indicate that teachers in the Davao City Division experience a high degree of psychological empowerment, deriving particular strength from the sense of meaning they attach to their work.

Table 1: Extent of Psychological Empowerment of Public Elementary Teachers

Domain	Mean	Descriptive Level
Meaning	4.52	Extensive
Competence	4.45	Extensive
Self-Determination	4.31	Extensive
Impact	4.36	Extensive
Overall Psychological Empowerment	4.41	Extensive

Source: Research Data, 2026

4.2 Extent of Organizational Commitment

The second objective examined the extent of organizational commitment. As presented in Table 2, organizational commitment was extensive, with an overall mean of 4.38. Affective commitment registered the highest mean (4.47), while continuance commitment obtained the comparatively lower mean (4.28). This pattern suggests that teachers' commitment is driven more by emotional attachment and identification with their schools than by the perceived costs of leaving.

Table 2: Extent of Organizational Commitment of Public Elementary Teachers

Dimension	Mean	Descriptive Level
Affective Commitment	4.47	Extensive
Normative Commitment	4.39	Extensive
Continuance Commitment	4.28	Extensive
Overall Organizational Commitment	4.38	Extensive

Source: Research Data, 2026

4.3 Relationship Between Psychological Empowerment and Organizational Commitment

The third objective tested the relationship between psychological empowerment and organizational commitment. As shown in Table 3, the Pearson Product-Moment Correlation yielded a coefficient indicating a strong, positive, and statistically significant relationship between the two variables ($p < 0.05$). This means that as psychological empowerment increases, organizational commitment likewise increases. The null hypothesis of no significant relationship was therefore rejected, empirically affirming that empowered teachers tend to be more committed to their organizations.

Table 3: Relationship Between Psychological Empowerment and Organizational Commitment

Variables	r-value	p-value	Decision
Psychological Empowerment and Organizational Commitment	0.71	0.000	Significant

Source: Research Data, 2026

4.4 Influence of Empowerment Domains on Organizational Commitment

The fourth objective identified which domains of psychological empowerment significantly influence organizational commitment. As presented in Table 4, the regression analysis revealed that all four domains, namely meaning, competence, self-determination, and impact, significantly influence organizational commitment ($p < 0.05$). Collectively, these domains accounted for a substantial proportion of the variance in organizational commitment. Among them, meaning and impact emerged as the strongest predictors, underscoring that teachers commit most strongly when they find their work valuable and perceive that it makes a difference.

Table 4: Regression Analysis of Empowerment Domains on Organizational Commitment

Predictor Domain	Beta	p-value	Decision
Meaning	0.31	0.000	Significant
Competence	0.22	0.008	Significant
Self-Determination	0.18	0.019	Significant
Impact	0.26	0.002	Significant

Source: Research Data, 2026

4.5 Discussion

The findings collectively demonstrate that public elementary teachers in the Davao City Division are both highly empowered and highly committed, and that these two constructs are significantly and positively related. The significant influence of all four empowerment domains on organizational commitment reinforces the view that empowerment is a multidimensional driver of commitment. The prominence of meaning and impact as predictors aligns with motivational theories emphasizing that a sense of purpose and perceived influence are powerful sources of attachment. The comparatively lower, though still significant, weight of self-determination suggests that while autonomy matters, it is the experience of meaningful and consequential work that most strongly binds teachers to their organizations. These results are consistent with international findings while contributing new evidence from the local Philippine context.

5. Conclusion and Recommendations

5.1 Conclusion

This study concludes that public elementary teachers in the Davao City Division experience extensive psychological empowerment and extensive organizational commitment. A significant, strong, and positive relationship exists between psychological empowerment and organizational commitment. Furthermore, all four domains of psychological empowerment, namely meaning, competence, self-determination, and impact, significantly influence organizational commitment, with meaning and impact exerting the strongest influence. These findings affirm that psychological empowerment is a decisive factor in cultivating teacher commitment, and that strengthening empowerment is a viable pathway toward a more dedicated and higher-performing teaching workforce.

5.2 Recommendations

Based on the findings, the following recommendations are advanced. First, higher officials in the Department of Education and school heads are encouraged to design and implement programs that enhance teachers' psychological empowerment, with particular emphasis on reinforcing the meaning and impact of their work through recognition, purpose-driven initiatives, and meaningful participation in decision-making. Second, school heads are encouraged to create autonomy-supportive environments that respect teachers' professional judgment and expand opportunities for self-determination. Third, professional development programs may strengthen teachers' sense of competence through continuous capacity-building. Finally, future researchers are encouraged to extend this inquiry by employing qualitative or mixed-methods approaches and by incorporating additional variables, such as leadership style, school climate, and job satisfaction, to deepen understanding of the dynamics between empowerment and commitment.

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