

The Mediating Effect of Teamwork on The Relationship Between Empowering Leadership and Work Engagement of Teachers

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Abstract: This study determines the mediating effect of teamwork on the relationship between empowering leadership and work engagement of teachers. This study employed quantitative non-experimental research design utilizing correlational technique. This was conducted at Davao del Norte Division in which there are 300 respondents in study, who responded the three sets of modified questionnaires. A quantitative non-experimental research design was used and employed the validated questionnaire were the researcher reliable instrument. Mean scores were obtained in determining the level of empowering leadership, of which all the indicators rated very high which mean that empowering leadership of teachers was always manifested. Same as to work engagement of the teachers in which all the indicators rated very high which means that work engagement was always manifested. Teamwork also of the teachers were rated very high which means that teamwork of teachers in school was always manifested. The relationship between empowering leadership and work engagement was significant. Hence, the relationship between empowering leadership and teamwork and Teamwork and work engagement were all significant. Teamwork has a partial mediating effect between empowering leadership and work engagement.

Keywords: Education, Empowering Leadership, Mediating Effect, Quantitative Non-Experimental Design, Philippines, Teamwork, Work Engagement

I. RATIONALE

In the United States of America, due to the significant attrition and turnover rates among teachers worldwide, there were concerns with work engagement among instructors today. According to reports, as many as fifty percent (50%) of teachers quit their jobs within the first ten years of their careers (Ingersoll, 2017).

It highlights that only 25% of those who continued teaching retired, while the other 50% left the field for other jobs. Similar teacher attrition and turnover are observed in other western countries, with 25% to 40% of newly hired teachers leaving their positions. In Indonesia, incidents of teachers changing careers or leaving their employment are also occurring relative to the number of teachers in countries like the USA and other western nations (Feng, 2019).

Although most teachers are not changing jobs in the Philippines, there is a problem with their work engagement. Work engagement causes staff members to be unproductive and absent from work (Bakker, A. B., Demerouti 2003).

Due to the significance of work engagement, studies in this area have been conducted in various professions, including teaching. Many people now argue that work engagement is correlated with the favorable characteristics of work achievement (Kirkpatrick, 2017). Therefore, work engagement is crucial for Leadership among school heads and collaboration among teachers in the classroom. Work engagement and Leadership highlighted empowering Leadership's significance (Milner & Hoy, 2015).

A recent study demonstrates that teamwork and empowering leadership have a significant impact on teachers' engagement, as well as on their ability to accomplish their jobs. Another reason teachers stay in their employment is that they believe they belong in the community and are qualified to be successful in all of their endeavors (Kirkpatrick, 2017).

No study on the mediating effect of Teamwork on the relationship between empowering Leadership and teachers' work engagement can be explicitly traced in Sto. Tomas, Davao del Norte. This study is necessary to reveal the mediating role of Teamwork and to learn more about the connection between teacher leadership and work engagement. Moreover, the conception of this study is more than timely to address the growing problems many educators pose regarding teachers' work engagement. This study can also be seen as a valuable data source for enhancing the mediating role of Teamwork in the Leadership and work engagement work of the teachers. So this is the reason the researcher wishes to investigate this subject.

II. RESEARCH OBJECTIVES

The primary purpose of this study is to determine the mediating effect of Teamwork on the relationship between empowering Leadership and teachers' work engagement. Specifically, this aims:

1. To determine the level of empowering Leadership in terms of;
 - 1.1. leading by Example;
 - 1.2. participative decision-making;
 - 1.3. coaching;
 - 1.4. informing; and
 - 1.5. showing concern/interacting with the Team.

2. To determine the level of work engagement in terms of;
 - 2.1. Autonomy
 - 2.2. Social Support
 - 2.3. Exchange with Supervisor: Feedback
 - 2.4. Exchange with Supervisor: Coaching; and
 - 2.5. Opportunities for Development
3. To determine the level of Teamwork.
4. To determine the significant relationship between:
 - 4.1. Empowering Leadership and Work Engagement;
 - 4.2. Empowering Leadership and Teamwork; and
 - 4.3. Teamwork and Work Engagement
5. To determine the mediating effect of Teamwork on the relationship between empowering Leadership and teachers' work engagement.

Hypotheses:

The following hypothesis was tested at a 0.05 level of significance.

1. There is no significant relationship between Teamwork and work engagement.
2. There is no significant relationship between empowering Leadership and Teamwork.
3. There is no significant relationship between empowering Leadership and work engagement.
4. There is no mediating effect of Teamwork on the relationship between empowering Leadership and teachers' work engagement.

III. THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on the theory of Self- or Shared-Leadership characterized by Self-or Shared-Leadership by Bligh, Pearce, and Kohles (2006), empowering Leadership by naturally persuading a worker through power sharing and by assisting in the worker's advancement. The Self-or-Shared-Leadership hypothesis was helpful in this study because it showed how those principals encouraged their teachers to be strong leaders while sharing authority and supporting their professional growth. The authors; Arnold, Arad, Rhoades, and Drasgow (2019) categorize empowering Leadership into five: *Leading by Example, Participative Decision-Making, Coaching, Informing, and Showing Concern/Interacting with the Team.*

The dependent variable is supported by the Broaden-and-Build theory of B.L. Fredrickson (2018), which argues that employees can create their assets and are guaranteed to meet their weekly business-related goals. Indeed, our findings showed that teachers with higher levels of vigor, commitment, and retention in one week demonstrated more professional resources in the following week, suggesting that they do an excellent job of utilizing their self-sufficiency, support from their colleagues, and opportunities for further growth through work. Further, the study by Bakker and Bal (2010) entitled

"Weekly work engagement and Performance: A study among Starting Teacher" have shown that work engagement is positively related to in-role and extra-role performance such as *Autonomy, Social Support, Exchange with Supervisor: feedback, Exchange with Supervisor: Coaching and Opportunities for Development.*

The mediating variable was guided in the light of Teamwork Perceptions by James Battles (2017), stating that professionals are more effective if they work in a team. Thus, the teamwork perception of Battles (2017) demonstrates that it acts as a mediator between empowering Leadership and teachers' work engagement. Empowering Leadership and Teacher Work engagement indicates that cooperation is quite helpful in increasing teachers' work engagement levels. It also demonstrates that when teachers collaborate on a group project or work toward the same objectives, their levels of work engagement are high. As a result, Teamwork effectively acts as a mediator between independent and dependent variables.

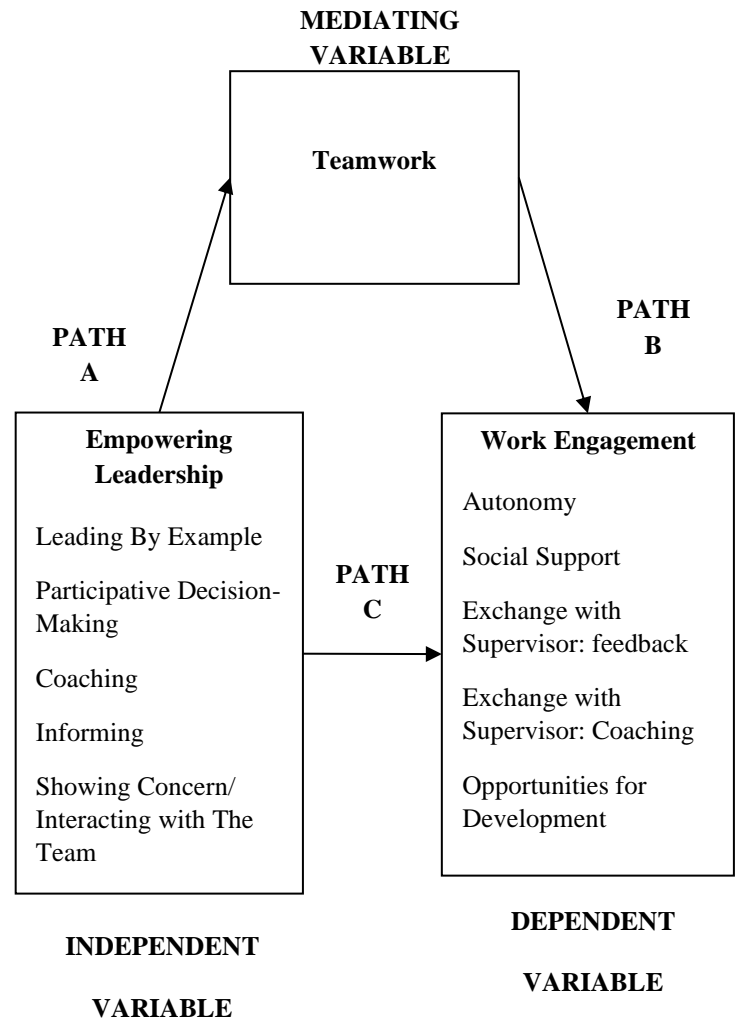


Figure 1. Conceptual Framework Showing the Variables of the Study

Shown in figure 1 is the conceptual diagram of the study. Path A is the link between Empowering Leadership and Teamwork. Thus, Teamwork is the capacity to cooperate toward a typical vision. Team building is a fuel that permits everyday citizens to accomplish extraordinary outcomes.

Path B is a link between Teamwork and Work Engagement. Thus, the dependent variable of this study is work engagement with the following indicators: *Autonomy*, which means the condition of self-government. *Social Support* means having friends to cling to in times of need or crisis and giving a broader focus and positive self-image. *Exchange with Supervisor: feedback* means information about reactions to a person's performance task. *Exchange with Supervisor coaching* means support from an experienced person in achieving personal and professional goals by providing training and guidance, and *Opportunities for Development* mean allowing team members to learn new skills and do work they may not have done before.

Path C is a link from Empowering Leadership to Work Engagement. Empowering Leadership has the following indicators: leading by Example, participative decision-making, Coaching, informing, and showing concern/interacting with the Team. *Leading by Example* is a set of behaviors that show the leader's commitment to his work and the team members. *Participative Decision-Making* means a leader uses team members' information and input in making decisions. *Coaching* refers to a set of behaviors that educate team members and help them to become self-reliant. *Informing* means the leader disseminates company-wide information such as mission, philosophy, and other important information. *Showing Concern/Interacting With The Team* means a collection of behaviors that demonstrate general regard for team members' well-being, and this construct incorporates behaviors that are important when interfacing with the Team as a whole.

Research Design

The research design utilized in this investigation was a quantitative non-experimental precise correlational examination to depict the connection between two factors by deciding the size and heading of such a relationship. Illustrative connection strategy was proper any place the object of any class changes among themselves, and one was keen on knowing the degree to which diverse conditions get among these articles. Researchers did surveys and fitted measurable apparatuses on social occasions. This examination used the required information (Gravether & Wallnau, 2018).

Gall, Borg & Gall (2019) defined a survey as an attempt to collect information from members of a population to determine its status concerning one or more variables. The design involved describing, recording, analyzing, and reporting disciplinary management, parental involvement, and teachers' discipline. It also determined and reported the way things were. This design was relevant to this study because it was expected to facilitate adequate data collection using questionnaires and interview guides.

It enabled distinguishing minor differences between diverse sample groups; ease of administering and recording questions and answers increased capabilities of using advanced statistical analysis and tapping into latent factors and relationships.

Hence, the researcher-modified questionnaire was administered to gather data. The questionnaire described the quantitative data gathered regarding the level of empowering Leadership, the level of work engagement, the level of Teamwork of teachers, and the mediating effect of Teamwork on the relationship between empowering leadership and teachers' work engagement. The significant influence of the level of empowering Leadership on teachers' work engagement. The level of empowering Leadership to Teamwork, the level of Teamwork to work engagement of teachers, and the mediating effect of Teamwork to the relationship of empowering Leadership to work engagement of teachers.

According to Curtis, Comiskey, and Dempsey (2020), the role of correlation research, which is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations, was an essential part of research study. Understanding the associations and relationships among human phenomena is a remaining incentive for scientific investigation in all the social science disciplines, and that motivation surpasses even the most differentiated model distinctions between various research methods.

Research Locale

The study was conducted in the public school of the municipality of Sto. Tomas, Division of Davao del Norte, Region XI, Philippines. The venue is one of the Philippines' first-class municipalities located in the province of Davao del Norte in Region XI, Davao Region, which is part of the Mindanao Group of islands, as shown in Figure 2. The municipality is seated more or less 30 kilometers or about an hour's ride from Tagum City by any land vehicle, and the town offers a wide choice of public utility jeepneys via the Kinamayan route or bus liners via the Carmen route. Administratively, the municipality of Santo Tomas is subdivided into 19 barangays.

Population and Sample

The respondents of the study were the Teachers shown in Table 1. The total population is 427, and using Slovin's Formula, the computed sample size shall be at least 207, utilizing a 0.05 level of significance. This study involved teachers only in public schools from the Municipality of Sto. Tomas, Davao del Norte. Therefore, teachers from private schools in the same municipality were excluded. The respondents can withdraw their involvement without any penalty at any time.

The respondents were chosen based on random sampling following the school principal's permission and instruction and the requirements of the Schools Division Superintendent. A

random sampling technique was used in choosing the study respondents since the population was too big to handle.

A stratified random sampling technique was used in choosing the study respondents since the population is too big to handle. The table below shows the strata of the population according to sections, and each section will be represented by its percentage size to achieve the actual sample for data gathering.

Research Instrument

This study used three (3) modified questionnaires to assess teachers' Teamwork, Empowering Leadership, and Work Engagement. The teamwork questionnaire has 32 questions, Leadership with four (4) items, situation monitoring with four (4) items, and communication with four (4) items.

The dependent variable is the work engagement of the teacher with four (4) indicators which are vigor dimension with four (4) items, dedicated dimension with four (4) items, and absorption dimension with four (4) items.

In describing the Teamwork of teachers, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that Teamwork is always manifested
3.40 - 4.19	High	This means that teamwork is oftentimes manifested
2.60 - 3.39	Moderate	This means that Teamwork is sometimes manifested
1.80 - 2.59	Low	This means that teamwork is seldom manifested
1.0 - 1.79	Very Low	This means that Teamwork is Never manifested

In describing the empowering Leadership of teachers, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that empowering the Leadership of the teacher is always manifested
3.40 - 4.19	High	This means that empowering the Leadership of teachers is oftentimes manifested
2.60 - 3.39	Moderate	This means that empowering the Leadership of teachers is sometimes manifested
1.80 - 2.59	Low	This means that empowering the Leadership of teachers is rarely manifested
1.0 - 1.79	Very Low	This means that empowering the Leadership of teachers is never manifested

In describing the work engagement of teachers, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that work engagement is always manifested
3.40 - 4.19	High	This means that work engagement oftentimes manifested
2.60 - 3.39	Moderate	This means that work engagement is sometimes manifested
1.80 - 2.59	Low	This means that work engagement is seldom manifested
1.0 - 1.79	Very Low	This means that work engagement is never manifested

The survey questionnaires underwent a validation process to ensure content validity. The first draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations for improving its presentation with the corrections included and integrated. The final copies were submitted to a panel of experts for refinement. The final revision was made by incorporating the expert validators' corrections, comments, and suggestions before gathering data. The ratings of the validators were computed and consolidated to know the status of the questionnaires. Further, the reliability index was observed through pilot testing. The data gathered underwent the Cronbach Alpha test, which identifies the items to be removed and revised so that the questionnaires address the teachers' comprehension before the final conduct.

IV. DATA COLLECTION

The data were gathered through the following procedures:

Permission to Conduct the Study. A letter of permission was secured to study the mediating effect of Teamwork on the relationship between empowering Leadership and teachers' work engagement. The researcher asked for the permission and endorsement of the Department of Education Division of Davao del Norte. A request letter was submitted to the Division superintendent and then to the school principals of the selected schools.

Administration and Retrieval of Questionnaire. The researcher administered the questionnaire using google forms. The researcher retrieved it by checking the responses with the help of some research aides to attain a 100 percent response rate.

Collection and Tabulation of Data. The questionnaire was collected, and the results were tabulated before subjecting it to statistical treatment.

Analysis and Interpretation. The analysis and interpretation of the results were based on the purpose of the study.

Statistical Tool

The following statistical tools will be used to analyze the data.

Mean. The statistical Mean was used to determine the level of Empowering Leadership, Work Engagement of Teachers, and Teamwork.

Pearson-r. The statistical tool Pearson-r was used to determine the significant relationship between Empowering Leadership and the Work Engagement of Teachers.

Regression Analysis. The statistical tool Regression Analysis was used to determine the domain in Empowering Leadership significantly influencing the Work Engagement of Teachers.

Medgraph using Sobel z-test. The Sobel z-test was used to prove the mediation and strengthen the result.

V. RESULTS AND DISCUSSION

This section is the data and the analysis of findings based on the respondents' responses on empowering

Leadership, work engagement, and Teamwork of teachers. Tables were arranged under the following subheadings: level of empowering Leadership of teachers, level of work engagement of teachers, level of Teamwork of teachers, the significance of the relationship between empowering Leadership, work engagement, and Teamwork of teachers, and test of mediating effect of Teamwork on the relationship between empowering Leadership and work engagement of teachers.

Level of Empowering Leadership of Teachers

Shown in Table 1 is the results of the descriptive statistics on the level of empowering Leadership of teachers, which has an overall mean of 4.42 ($SD=0.67$), described as *Very high*. All indicators of the variable empowering Leadership got a very high descriptive equivalent of the Mean. The indicator *showing concern/interacting with the Team* reached the highest Mean of ($x=4.48$, $SD=0.63$), followed by *Coaching* ($x=4.46$, $SD=0.64$), then *leading by Example* ($x=4.43$, $SD=0.61$), *participative decision-making* with ($x=4.41$, $SD=0.81$) and the indicator *informing* ($x=4.43$, $SD=0.66$). The result of empowering Leadership was Very high, meaning that empowering teachers' Leadership was always manifested. This result implies that empowering the Leadership of teachers is very important since it builds confidence in the teacher's capacity to execute collective missions and goals. It also establishes essential trust in an organization and creates a secondary level of Leadership necessary when you are not present for crucial decisions so that the organization continues.

In addition, the very high level of empowering leadership gives room for the teachers to interact with their co-teachers in the different planning of activities. It shows how strong their leader is in coaching, informing, and leading them by taking himself as an example. The result also indicates that the leader empowers his colleagues by giving them a chance to participate in decision-making.

Table 1. Level of Empowering Leadership of Teachers

Indicators	Standard deviation	Mean	Descriptive Equivalent
Leading by Example	0.61	4.43	Very High
Participative decision-making	0.81	4.41	Very High
Coaching	0.64	4.46	Very High
Informing	0.66	4.33	Very High
Showing concern/interacting with the Team	0.63	4.48	Very High
Over-all result	0.67	4.42	Very High

The level of empowering leadership as perceived by teachers is very high, obtained based on the respondents' responses in leading by example, participative decision-making, coaching, informing, and showing concern/interacting with the team. This result of the level of empowering leadership conforms to the study of Arnold, Arad, Rhoades, and Drasgow (2019) that empowering leadership of the same indicators is also a positive response to the respondents.

The teacher was highly concerned and engaged with the team. It suggests that collaboration within the teaching profession is crucial. Their daily work required them to inspire coworkers and demonstrate concern for their fellow teachers. Therefore, showing respect or interacting with the team involves a group working together to achieve a common goal or complete a task most effectively and efficiently. This concept is seen in the more notable structure of a group, which is a collection of dependent individuals working together to achieve a common goal (Lee, 2018).

Parallel to the outcome, empowering leadership was defined as inspiring a worker often by pooling resources and providing support for the representative's course of action. Engaging administration is one fascinating technique for selected pioneers to try to influence their followers because, at its core, the followers lead themselves, a kind of descending force motion (Amundsen & Martinsen, 2020).

Additionally, some academics define engaging administration as a form of self- or shared initiative from subordinates. The apparent paradox of a leader inspiring followers to take charge of their destiny was addressed by separating the techniques that include empowering leaders from other leadership styles. For instance, it enhances subordinates' interest in goal setting, Teamwork, self-reward, and chance reasoning (Pearce & Sims, 2018).

In addition, the leadership domain was well-established and featured a variety of authority structures. As empowering leadership was being identified, developed, and evaluated, it was crucial to highlight how it related to and differed from other types of initiative. Compared to some administrative practices, such as beginning design, participative dynamics, and demonstrating concern, empowering Leadership is more strongly associated with thought. It is also strongly associated with the ground-breaking initiative and pioneering part-time work (Arnold, Arad, Rhoades, and Drasgow, 2019; Amundsen & Martinsen, 2020).

The indicator *coaching* was very high for the teachers also. It implies that teachers value coaching to learn from their heads or co-teachers. Parallel to the assertion, coaching pertains to several procedures that instruct colleagues and help them develop their confidence. This category covered actions like giving suggestions for improving performance and helping the group act organically dependent. Several sea zones where we must genuinely prepare are worked out with the aid of test conduct

Additionally, coaching Leadership is an authority style in which a leader is directly involved in the growth of their family members to advance their individual and professional development. A coaching leader helps people develop their strengths, recognize weaknesses, and enhance their aptitudes. A training director helps employees modify their personal goals and career aspirations and see how everything fits together (Baker et al., 2018).

Thus, for coaching leaders to be influential, there are two prerequisites. The delegates should first work on themselves, acquire knowledge, and advance. Second, the leader must have sufficient knowledge and expertise to direct their representatives, particularly in discussing the topic. When these two are established, the coaching leadership style may be highly beneficial to the two individuals and the organization.

The indicator, leading by example, was very High also; this implies that leaders must become true leaders to their subordinates, not just someone who asks for help. Leading by Example means that the leaders must work with their co-teachers to be guided with what to do, what is correct and wrong, and that leaders can immediately correct what is wrong.

Another is that setting an example helps others anticipate challenges and take swift action to overcome them. If a group is led by someone who lacks leadership skills, there will likely be constant conflicts since everyone will want things done the way they want them done (Sharma & Kirkman, 2018).

Additionally, one of a leader's responsibilities is to inspire followers to help the organization in whatever way they can. To do this, the leader must demonstrate the way forward by demonstrating how it is done to others (Ahearne, Mathieu, and Rapp, 2018).

The indicator, participative decision-making, was also very high for the teachers. It means teachers like to participate in what to and how to decide on a particular matter or issue.

To make decisions participatory decision-making involves identifying an option, acquiring information, and assessing elective goals. Using an organized emotional cycle to sift out relevant information and characterize options, you can make deliberate, intelligent decisions. This strategy increases the likelihood of selecting the most rewarding choice possible (Lee, Willis, and Tian, 2018).

In addition, settling on choices in a traditional setting requires trustworthiness and demonstrative abilities. Most pioneers advance inside an association because of their capacity to use sound judgment. The attributes of choices looked at by most administrators are changed in nature, contingent upon the choice referred to. Given that leaders settle on an assortment of choices during their day-by-day lives, we would expect that choices would have various attributes. There is no uncertainty that a generally straightforward choice comparable to re-requesting writing material supplies would not have similar attributes as a choice concerning building up another auxiliary in a foreign market. While choices fluctuate in nature, it is conceivable to distinguish some essential qualities that characterize organizational dynamics in the innovative association (Baker et al., 2018).

Leadership is a deliberate joining of data into choice administration. It features systems, for example, choices mindfulness, measure creation, and choice practice and approaches for deliberate application in the data education study hall (Stonebraker, 2019). Individuals who are feeling focused on caring are more connected with and powerful. They

are more joyful, surer, beneficial, and averse to leaving. Focusing on individuals who report to you does not simply make you a superior chief. It positively affects your whole association, including the primary concern.

Informing the use of both informal and formal approaches, leaders should make sure that communication is continuous and ensure the appropriate use of both informal and formal approaches. Using a combination of formal and informal approaches while communicating is very good—informal means of communication help to get exact and more regular evaluations to report concerns more rapidly. Informal interaction during breakfast and roundtable meetings has always proved effective and helpful for discussing and finding solutions to issues like trust and credibility, whereas formal approaches require proper planning and execution.

Level of Work Engagement of Teachers

Shown in Table 2 is the results of the descriptive statistics in measuring the level of work engagement of teachers. The overall Mean of work engagement is 4.34 ($SD=0.66$), assessed as *Very High*. The very high level could be attributed to predominantly very high ratings given by teachers on *opportunities for development* ($x=4.43$, $SD=0.62$) followed by an *exchange with Supervisor: feedback* ($x=4.36$, $SD=0.64$), then *social support* and *exchange with Supervisor: coaching* with the same Mean of ($x=4.3$) and (SD of 0.71 and 0.67 respectively) and *Autonomy* ($x=4.27$, $SD=0.67$). In general, the result of teachers' work engagement was very high, which means that work engagement was always manifested. The result implies that teachers are motivated and remain committed to their work, workplace, and heads.

Table 2 Level of Work Engagement of Teachers

Indicators	Standard deviation	Mean	Descriptive Equivalent
Autonomy	0.67	4.27	Very High
Social Support	0.71	4.31	Very High
Exchange with Supervisor: Feedback	0.64	4.36	Very High
Exchange with Supervisor: Coaching	0.67	4.31	Very High
Opportunities for Development	0.62	4.43	Very High
Over-all result	0.66	4.34	Very High

The level of work engagement as perceived by teachers is very high, obtained based on the respondents' responses in the areas of Autonomy, Social Support, Exchange with Supervisor: Feedback, Exchange with Supervisor: Coaching, and Opportunities for Development. Hence, this result agrees with the study of Bakker and Bal (2010) entitled "The Empowering Leadership Questionnaire: The Construction and Validation of a New Scale for Measuring Leader Behavior." Further, the result shows a positive response from the respondents.

The indicator, *development opportunities*, got a very high mean. It implies that teachers are looking for opportunities

to develop their talent and skills as a teacher. The statement supports that development opportunities permit colleagues to master new abilities, managing jobs they might not have done previously. It might be significant to work with various individuals, working on a task or taking on an alternate part in a group, either by aiding where there is a lack of assets or if an opportunity opens up (Bakker, Hakanen, Demerouti, and Xanthopoulou, 2017).

The indicator *exchange with the Supervisor: feedback* got a very high mean also. It implies that feedback from the head or supervisor matters to the teachers. It makes the teachers hone their skills by getting feedback from the experts.

In parallel to the result, performance feedback affects work engagement and mental strengthening. Execution input assisted representatives with getting a feeling of importance, upgraded their feeling of self-rule, and hence expanded work commitment (Kirkpatrick, 2017).

Performance feedback improves workers' commitment when done right. Verifiably an association's treatment of execution criticism has never been a top of psyche thought concerning representative commitment. The critical driver of commitment will generally rotate around vocation, expert development, and a culture of advancement and authoritative vision. In any event, when it has been aggravation, it has been consigned to the heating surface in representative criticisms and overview reactions. That is evolving quickly.

The indicator social support for the variable work engagement also got a very high mean. It means that social support for teachers in school and even in their personal life is essential thing for teachers.

Thus, social support shows a positive connection between social help for both administrators and colleagues. The correspondence with the supervisor and collaborator, the likelihood of getting backing and inputs from the directors, valuable tips for the achievement of the assignment by the colleague, and the help for adapting to the distressing circumstance permit self-guideline of contemplations and emotions at work (Sharma & Kirkman, 2017).

The indicator exchange with the supervisor, coaching also had a very high mean. It implies that teachers value coaching to learn from their heads or co-teachers. In parallel to the claim, coaching alludes to a bunch of practices that teach colleagues and assist them with getting confident. This classification included practices, for example, making proposals about execution enhancements and assisting the group with acting naturally dependent. Test conduct helps work a bunch of sea zones we need to prepare.

In addition, coaching leadership is an authority style where a pioneer is straightforwardly engaged with the improvement of their kin, looking to propel their own and expert development. A coaching leader assists individuals with expanding on their qualities, perceiving their shortcomings, and improving their abilities. Accordingly, a training chief assists workers with adjusting their objectives and vocational

yearnings and perceiving how everything fits together (Baker et al., 2018).

Thus, there are two pre-imperatives for coaching Leadership to work. To start with, the representatives should chip away at themselves, learn and improve. In addition, second, the leader needs to have adequate information and experience, particularly in the field being referred to, to give direction to their representatives. When these two are set up, the coaching leadership style can be massively valuable to the two people and, thus, the association.

In addition, coaching helps move and spur employees to improve information, increment abilities, and change conduct to drive more noteworthy execution in the work environment. Directors who mentor workers with their potential and future accomplishment at the top of the priority list will do a more successful occupation constructing their group.

Through Coaching, an association can improve representative engagement by forestalling responsibility snags, for example, learned vulnerability. Training leaders help employees learn and advance (Kirkpatrick, 2017).

The last indicator that also had a very high mean was *Autonomy*. It implies that teachers settle on their own choices about the substance and arrangement of their work. This opportunity guarantees that they can satisfy their work such that the two suits them and accomplishes hierarchical objectives (Bakker, Schaufeli, Leiter, and Taris, 2018).

Autonomy at work permits representatives to settle on their choices about the substance and arranging of their work. This opportunity guarantees that they can satisfy their work and the two suit them and accomplish hierarchical objectives (Husain, 2016).

Autonomy at work is quite possibly the most investigated idea in occupational writing and what we can be sure of is that representatives who feel self-sufficient are more joyful, take care of issues all the more effectively, work all the more beneficially and keep a drawn-out residency (Bakker, Schaufeli, Leiter, and Taris, 2018).

Level of Teamwork of Teachers

Shown in Table 3 is the results on the level of teamwork of teachers. The overall Mean of 4.38 ($SD=0.66$) is *very high*. The result means that the teamwork of teachers in the school was always manifested. It implies that the teamwork of teachers in the school was given importance. Thus, teamwork of teachers creates a feeling of family, inclusion, and interdependence, providing a solid teacher voice and significantly extending the base of organizational leadership, accountability, and momentum to the most valued educational resource, the teachers.

Table 3 Level of Teamwork of Teachers

Mediating Variable	Standard deviation	Mean	Descriptive Equivalent
Teamwork	0.66	4.38	Very High

The level of teamwork as perceived by teachers is very high, obtained based on the respondents' responses. It implies that the Teamwork of teachers positively affects the initiative of the one leads and the work engagement of his partners.

In addition, team can be portrayed as a gathering of individuals who cooperate to accomplish similar objectives and goals to benefit the assistance of clients and associations to convey a decent nature of administration. Subsequently, Teamwork is vital in an association, for Example, in school (Wageman, 2019; McShone, 2018).

Teamwork is the capacity to cooperate towards a typical vision. Teambuilding is a fuel that permits everyday citizens to accomplish extraordinary outcomes. Aggregate activity is broadly perceived as a positive power for Teamwork in any association or establishment to succeed. Besides, teamwork creates a positive climate that makes the representatives work well on their assignments and become more proficient in their work. It makes the work commitment of the representatives more grounded given the favorable climate.

Correlation between Empowering Leadership, Work Engagement and Teamwork of Teachers

Displayed in Table 4 are the results of the significant relationship between the independent (empowering leadership), dependent (work engagement), and mediator (Teamwork) variables. Bivariate correlation analysis using Pearson product-moment correlation was employed to determine the relationship between the variables mentioned.

The first zero-order correlation analysis between empowering Leadership and work engagement revealed a computed r -value of 0.749** with a probability value of $p < 0.000$, which is significant at the 0.05 level. The result indicates a positive and very strong association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore, there is a significant relationship between empowering Leadership and work engagement.

Similarly, the second bivariate correlation analysis involving empowering Leadership and Teamwork yielded an r -value of 0.665** with a probability value of $p < 0.000$, which is significant at 0.05 level. The result indicates a positive and strong association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is also rejected. Therefore, there is a significant relationship between empowering Leadership and Teamwork.

The third correlational analysis between Teamwork and work engagement yielded an r -value of 0.706** with a probability value of $p = 0.000$, which is not significant at 0.05 level. The result indicates a positive and very strong association

between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore there is a significant relationship between Teamwork and work engagement.

Table 4. Correlation between Empowering Leadership, Work Engagement and Teamwork of Teachers

Pair	Variables	Correlation Coefficient	p -value	Decision
IV and DV	Empowering Leadership and Work Engagement	.749**	0.000	Reject
IV and MV	Empowering Leadership and Teamwork	.665**	0.000	Reject
MV and DV	Teamwork and Work Engagement	.706**	0.000	Reject

The test of relationship using the bivariate correlation analysis using Pearson product-moment correlation between independent (empowering leadership), dependent (work engagement), and mediator (Teamwork) variables reveals a significant relationship among the variables mentioned. Empowering leadership was positive and strongly associated with work engagement. Thus, the null hypothesis of no significant relationship is therefore rejected. With the same relationship, empowering leadership and teamwork response consequently reject the null hypothesis of no significant relationship between the variables. Nevertheless, the third pair, mediator (Teamwork) and dependent (work engagement) variables, reject the null hypothesis of no significant relationship between the variables mentioned.

The result shows that empowering leadership significantly relates work engagement. It implies that empowering Leadership has a positive influence on the work engagement of the teachers. The statement supports that empowering Leadership was characterized as motivating a worker characteristically by sharing force and offering help for the representative's turn of events. There are numerous ways for designated pioneers to endeavor to impact their adherents, and engaging administration can be viewed as an exciting way because, at its center, the followers are leading themselves, a sort of descending force move (Amundsen & Martinsen, 2020).

Another, a few scholars characterize engaging administration as a type of subordinates' self-or shared initiative. The appearing paradox of a leader influencing individuals to lead themselves was addressed by observational examination distinguishing the practices, including empowering leaders. For instance, it empowers subordinates' chance reasoning, self-reward, self-authority, interest in objective setting, and Teamwork (Pearce & Sims, 2018).

Besides, the leadership domain was grounded and contained numerous authority types or builds. While empowering Leadership started to be found, advanced and estimated, it was essential to show its relationship with and contrasts from other initiative sorts. Empowering Leadership is to some degree more firmly identified with thought than starting design, for instance, and to participative dynamic and

demonstrating worry, among a few administrative practices, and it is emphatically identified with both ground-breaking initiative and pioneer part trade (Arnold, Arad, Rhoades, and Drasgow, 2019; Amundsen & Martinsen, 2020).

Further, the idea of empowering leadership has been created following a surge of positive scholarship. Thus, the profits of engaging authority regularly professed to be generally helpful, others conscious, and prudent. All things considered, both insightful and specialist interest in the adequacy of engaging authority, primarily centered on its positive side, is on the ascent (Lee, Willis, and Tian, 2018).

In the same vein, empowering leadership significantly relates to teamwork. It implies that empowering leadership has a positive impact on the teamwork of the teachers. Another, empowering leadership was characterized as a cycle of sharing power and assigning self-governance and obligations to followers, teams, or aggregates through a particular arrangement of pioneer practices for representatives to upgrade interior inspiration and make work progress (Ahearne, Mathieu, and Rapp, 2018; Sharma & Kirkman, 2018; Sims, Faraj, and Yun, 2019).

Lastly, teamwork also significantly relates work engagement. It also implies that Teamwork has a positive link to work engagement. Thus, teamwork structure alludes to the arrangement of an individual group or a multi-group framework. Teamwork structure is a fundamental piece of cooperative interaction. An appropriately organized group is an empowering influence and the aftereffect of compelling correspondence, initiative, circumstance checking, and common help.

Mediation Analysis of the Three Variables

Data were analyzed with a linear regression method as input to the medgraph. Mediation analysis developed by Baron and Kenny (2001) is the mediating effect of a third variable in the relationship between two variables.

Four steps must be met for a third variable to act as a mediator. In Table 5, these are categorized as steps 1 to 4. In step 1, empowering Leadership as the independent variable (IV) significantly predicts the work engagement of teachers, which is this study's dependent variable (DV). In step 2, empowering Leadership significantly predicts Teamwork of teachers, the mediator (M). In step 3, Teamwork significantly predicts the work engagement of teachers.

Since the three steps (paths a, b, and c) are significant, further mediation analysis through medgraph is warranted, involving the Sobel z test to assess the significance of the mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, complete mediation will be achieved. It means the mediator variable mediates all the effects. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained, which implies that part of the independent variable (empowering leadership) is mediated by the mediator (Teamwork). However, other parts are either direct or mediated

by other variables not included in the model. In this case, as gleaned in step 4 (denoted as c'), the effect of empowering Leadership on work engagement was even found to decrease after mediation by Teamwork, but there was still a significant relationship between empowering Leadership and work engagement. With this, partial mediation occurred since the effect was found to be significant at $p < 0.05$.

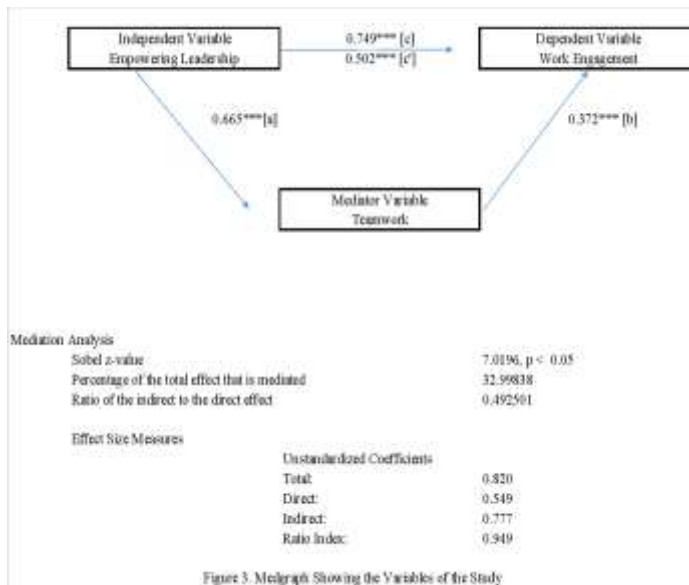
Table 5. Mediation Analysis of the Three Variables

STEP	PATH	BETA (UNSTANDARD IZED)	STANDARD ERROR	BETA (STANDARDIZED)
Step 1	c	.820	.042	.749
Step 2	a	.777	.051	.665
Step 3	b	.348	.044	.372
Step 4	c'	.549	.051	.502

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test yielded a z-value of 7.0196 with a p-value of 0.000, which is significant at a 0.05 level. The result means that the mediating effect is partial, such that the original direct effect of empowering leadership on work engagement improved upon the addition of Teamwork.

The figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much empowering Leadership's effect on work engagement can be attributed to the indirect path. The total effect value of 0.820 is the beta of empowering Leadership toward work engagement. The direct effect value of 0.549 is the beta of empowering Leadership towards work engagement with Teamwork included in the regression. The indirect effect value of 0.777 is the amount of the original beta between the empowering Leadership and work engagement that now goes through Teamwork to work engagement (a * b, where "a" refers to the path between EL àWE and "b" refers to the path between TW àWE).

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.777 by 0.820 equals 0.948. It seems that about 94.8 percent of the total effect of empowering Leadership on work engagement goes through Teamwork, and about 5.2 percent of the total effect is either direct or mediated by other variables not included in the model.



A series of regression procedures were conducted for mediation analysis to be carried out. Based on the results, empowering leadership significantly predicts teachers' work engagement. They averred that the typical attitude, feelings, and perceptions about the necessary components of the organization reflect the established norms, values, and attitudes of the organization's culture and influence the workers' behavior positively or negatively.

One of the essential factors leaders can give to their subordinates is empowering leadership. Thus, empowering leadership significantly affects the work engagement of the teachers. It implies that the teachers' quality of work relates to the kind of leaders they have. Hence, empowering Leadership was characterized as characterizing a worker by sharing force and offering help for the representative's turn of events. There are numerous ways for designated pioneers to endeavor to impact their adherents, and engaging administration can be viewed as an exciting way because, at its center, the followers are leading themselves, a descending force move (Amundsen & Martinsen, 2020).

Another, a few scholars characterize engaging administration as a type of subordinates' self-or shared initiative. The appearing paradox of a leader influencing individuals to lead themselves was addressed by observational examination distinguishing the practices, including empowering leaders. For instance, it empowers subordinates' chance reasoning, self-reward, self-authority, interest in objective setting, and teamwork.

Besides, the leadership domain was grounded and contained numerous authority types or builds. While empowering leadership started to be found, advanced, and estimated, it was essential to show its relationship with and contrasts from other initiative sorts. Empowering Leadership is to some degree more firmly identified with thought than starting design, for instance, and to participative dynamic and demonstrating worry, among a few administrative practices,

and it is emphatically identified with both ground-breaking initiative and pioneer part trade (Arnold, Arad, Rhoades & Drasgow, 2019; Amundsen & Martinsen, 2020).

In the same vein, empowering leadership significantly affects the teamwork of the teachers. It shows that Leadership shaped how subordinates would create bonds that led to Teamwork. It implies that teachers in school strengthen or weaken their Teamwork depending on their leaders. Leadership and Teamwork straightforwardly affect the capacity of an association to complete its central goal. You need the administration to ensure everybody in your group is going similarly and pursuing a similar objective. Excellent administration gives a good vision to the group. It persuades colleagues to utilize their abilities.

The exact manner goes for teamwork and work engagement. It implies that teamwork helps mold the work engagement of teachers. Teamwork positively affects the initiative of the one who leads and the work engagement of his partners.

Teamwork is the capacity to cooperate towards a typical vision. Team building is a fuel that permits everyday citizens to accomplish extraordinary outcomes. Aggregate activity is broadly perceived as a positive power for teamwork in any association or establishment to succeed. Besides, teamwork creates a positive climate that makes the representatives work well on their assignments and become more proficient in their work. It makes the work commitment of the representatives more grounded, given the favorable climate.

Henceforth organizations need to urge teamwork to acquire the upper hand since it is the base where ground-breaking thoughts come from. To employees, Teamwork is viewed as a more significant gathering of individuals than the occupation position portrays. The quintessence of teamwork is that the remaining task is decreased and broken into bits of work for everybody to participate. Today's retrogressive advancement in associations can be credited to lacking cooperation among laborers in an association which, over the long haul, influences the association's exhibition. Tremendous measures of cash are likewise lost because of collaboration deficiencies which, no doubt, depletes the association's pitiful assets with its expansive and specialist outcomes on the improvement of the association.

VI. CONCLUSION

With consideration of the findings of the study, conclusions are drawn in this section. The teacher-respondents perceived a very high level of empowering leadership, a very high level of work engagement, and a very high level of teamwork. The results also confirm a significant relationship between empowering leadership and teachers' work engagement. Similarly, there is a significant relationship between empowering leadership and teamwork. A strong association between teamwork and work engagement also exists. Thus the two variables show a significant relationship

between them. Moreover, the result of the study also suggests that Teamwork significantly mediates the relationship between empowering leadership and teachers' work engagement.

Teamwork perceptions significantly mediate the relationship between empowering leadership and work engagement. The propositions cited above discuss the association among the variables used in the study. Thus, these propositions are parallel in the present investigation since it deals with the mediating effect of teamwork perception on the relationship between empowering leadership and teachers' work engagement.

VII. RECOMMENDATIONS

The study found a significant relationship between empowering Leadership and teachers' work engagement. The researcher, therefore, recommends that school heads may strengthen empowering leadership in order to uplift the work engagement of the teachers. It is also recommended that school heads give their teachers chances to become leaders in the different activities in school. In that way, leaders are teaching how to lead on a firsthand basis. The study also reveals a significant relationship between empowering leadership and teamwork of teachers. Therefore, the researcher recommends that school heads continue implementing leadership practices, incredibly empowering Leadership, to improve the teachers' Teamwork.

It is also recommended to propose programs and activities that will likely increase the teamwork of teachers, especially in their workplace, knowing that teaching students alone is stressful without counting the other added workloads a teacher has. This team building is recommended. The study also revealed that teamwork and work engagement has a significant relationship. Hence, it is recommended that the Teamwork of teachers must be maintained and improved to enhance the work engagement of teachers.

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