

The Mediating Effect of Empowering Leadership on the Relationship Between School Culture and Teaching Efficacy

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ABSTRACT

This study determined the mediating effect of empowering leadership on the relationship between school culture and teaching efficacy. A non-experimental quantitative research design using the descriptive-correlational technique was employed. The respondents were composed of 400 teachers. There were 300 teachers from the elementary level, 50 teachers from the Local School Board (LSB), and 50 teachers from the Alternative Learning System (ALS) of Asuncion District, Asuncion Davao de Norte through universal sampling. Three adapted instruments were used to gather the data from the respondents. The tools used in analyzing the data were Mean, Pearson r, Regression, and Medgraph. Results show that teachers posted a very high-level school culture, teaching efficacy, and a high level of empowering leadership. Findings also revealed that there is a significant relationship between school culture and teaching efficacy, school culture and empowering leadership, and empowering leadership and teaching efficacy. Further, it was found that empowering leadership significantly mediates the relationship between school culture and teaching efficacy. With this current proposition, teachers who are highly empowered in leadership can influence their school culture as well as their efficacy in teaching.

Keywords: educational management, empowering leadership, school culture, teaching efficacy, mediation, Philippines

INTRODUCTION

In the world of academe, curriculum makers are found out less determined and low in teaching efficacy. This issue is considered then as chaotic knots in education. Instead of believing in their potential in smoothly delivering the teaching-learning process, being part of the school decision-making and planning, enthusiastically collaborating with the team, achieving the desired goal, and supervising the pupils; however, they tend to lower their self-esteem and determination that affects their low level in their teaching efficacy. They undergo confusion, and depression and feel ineffective as employees in the workplace they are in. Due to the pressure and incompatible atmosphere in fitting in the space to the expectation of the other's eyes, goal setting is affected. The amount to make the school environment meaningful and conducive produces harm and risk to them (Tezera, 2022).

Teachers with high teacher efficacy spend more time on planning and organizing, utilize effective classroom management techniques, maintain an openness to the implementation of innovative classroom practices, devote more time to academic activities, interact more positively with students when they make errors, possess and increase willingness to work with students who experience difficulties, and they develop programs for special pupils. That effort has a positive influence on student outcomes such as motivation, achievement and students' personal self-efficacy. Teaching efficacy has impact on teaching behaviors and, therefore, indirectly influences student achievement and behavior. Since teaching efficacy is an influential factor on student achievement and many other educational variables. Teaching efficacy for teachers is important to continue positive education and to provide students with more opportunities to learn.

Understanding the sources of the efficacy beliefs for teachers plays a pivotal role in shaping and developing these beliefs as means of teacher education programs (Owen, 2021).

School culture is a place where teachers spend most of their time. Teaching efficacy arises from the attitudes that employees have developed toward their school culture. Emotions are related to teaching efficacy which is an emotional response to school setup. A teacher may feel content in his profession for many reasons, and thus, there are different understandings of the concept of teaching efficacy. Teachers are influenced by individual, and contextual factors such as school culture. Moreover, school culture plays an important role in teaching efficacy (Cansoy, 2022)

Apparently, no study was found that studied the mediating effect of empowering leadership on the relationship between school culture and teaching efficacy. Therefore, this study expands the awareness of the impact of empowering leadership as it mediates between school culture and teaching efficacy among the respondents. It also concentrates on one of the issues that are characterized as required to be researched particularly in the existing public elementary schools. Therefore, this study is expected to contribute to the current literature, especially in the education industry context, where there is a desperate need for such research to be conducted.

METHOD

Introduced In this study are the research design, research locale, sample population, research instrument, data collection, and statistical tools utilized.

Research Design

The study made use of a non-trial quantitative exploration configuration using a correlational method (Johnson, 2007).

This study used the descriptive-correlational research design. Descriptive research describes the attitudes and behaviors observed during the investigation, while correlational research involves identifying statistical relationships between two variables (Vanderstoep & Johnston, 2009). Descriptive research is used to obtain information on the current status of the phenomena to describe (Shuttleworth, 2008) and it is a fact-finding study that allowed the researcher to examine the characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Also, the correlational design is used to identify the strength and nature of the association between two or more variables (Creswell, 2003). In this study, it determined the levels of School culture, teaching efficacy, and empowering leadership. The mediating effect of empowering leadership practices on the relationship between school culture and teaching efficacy was investigated.

Research Locale

Asuncion District office is located at the center of the municipality of Asuncion where it is the focus of the study. It is composed of twenty- eight elementary schools. Asuncion District is said to be one of the top performing districts of Davao del Norte as it is composed of four hundred competitive teacher population.



Figure 2. The Map of the Philippines highlighting Asuncion District, Davao del Norte

Figure 2 shows the map of the Asuncion District Office located in the middle of Davao del Norte, Philippines. It is situated in the 1st Legislative District 2 of the province of Davao del Norte, Region XI.

Population and Sample

A universal sampling technique was used by the researcher where all respondents were used in answering the survey questionnaire to gather and formulate information needed for the study. According to Avron (2019), universal sampling can help to achieve optimum complexity for any class of signal. It also refers to the selection of a sample where not all the people in the population have the same profitability of being included in the sample and for each one of them, the probability of being selected is unknown.

The respondents were composed of 400 teachers in all. The 50 teachers were from the Local School Board (LSB), the other 50 were Alternative Learning System (ALS) teachers, and the remaining 300 teachers are from the twenty-eight elementary schools of Asuncion District, Asuncion Davao de Norte. On the other hand, the school heads, students, and parents were not included as respondents because they were not the concern of this study. In case a respondent decides to withdraw, he or she can leave anytime without penalty since the participation is voluntary in nature.

Research Instrument

The research instrument used in this study was the survey questionnaire adapted from various authors. The substance was validated by experts. Three standardized instruments were used in this study.

To measure the quality of school culture, an adapted questionnaire of (Wagner, 2006). It should be modified to fit the context of the study and should be presented to the panel of experts for validation. This instrument was used because it has reliability and validity research. It dealt with school culture such as professional collaboration, affiliative collegiality and self-determination/ efficacy. This instrument was administered to Asuncion district teachers which required them to school culture.

In evaluating the quality of school culture, the five orderable degrees with their respective range of means and descriptions are as follows:

| Range of Means | Descriptive level | Interpretation |
|----------------|-------------------|---------------------------------------------------------------------|
| 4:20- 5:00 | Very high | This means that quality of school culture is always manifested. |
| 3:40- 4.19 | High | This means that quality of school culture is oftentimes manifested. |
| 2.60- 3.39 | Moderate | This means that quality of school culture is sometimes manifested. |
| 1.80- 2.59 | Low | This means that quality of school culture is seldom manifested. |
| 1:00- 1/79 | Very low | This means that quality of school culture is never manifested. |

On the other hand, the survey questionnaire for teaching efficacy was adapted with the study of (Tschannen-Moran, M., & Woolfolk, 2001) which are subdivided into three indicators namely efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management.

For teaching efficacy, the following were used

| Range of Means | Descriptive level | interpretation |
|----------------|-------------------|------------------------------------------------------------------------|
| 4:20- 5:00 | Very high | This means that quality of teaching efficacy is always manifested. |
| 3:40- 4.19 | High | This means that quality of teaching efficacy is oftentimes manifested. |
| 2.60- 3.39 | Moderate | This means that quality of teaching efficacy is sometimes manifested. |
| 1.80- 2.59 | Low | This means that quality of teaching efficacy is seldom manifested. |
| 1:00- 1/79 | Very low | This means that quality of teaching efficacy is never manifested. |

The survey questionnaire for empowering Leadership was adapted with the study of (2000 John Wiley & Sons, 2000) which re subdivided into five indicators namely leading by example, participative decision making, coaching, informing, and show concern/ interacting with the team.

For the empowering leadership, the following were used:

| Range of Means | Descriptive level | interpretation |
|----------------|-------------------|----------------------------------------------------------------------------|
| 4:20- 5:00 | Very high | This means that quality of empowering leadership is always manifested. |
| 3:40- 4.19 | High | This means that quality of empowering leadership is oftentimes manifested. |
| 2.60- 3.39 | Moderate | This means that quality of empowering leadership is sometimes manifested. |
| 1.80- 2.59 | Low | This means that quality of empowering leadership is seldom manifested. |
| 1:00- 1/79 | Very low | This means that quality of empowering leadership is never manifested. |

The initial versions of these research instruments were submitted to the research adviser for remarks, indications, and recommendations to improve its presentation with the corrections to be contained. The final copies were submitted to the panel of experts for enhancement. The final review was made by integrating the corrections, comments, and suggestions from the expert validators before the gathering of data.

Data Gathering Procedure

In the intention of usable information for this study, the researcher asked permission to initiate a study through a collected correspondence to the office of the School’s Division superintendent which was attached to the letter for the principals of Asuncion District asking for permission for the researcher to conduct a study.

As such, the researcher directly handled and conducted the survey to the respondents to ensure 100% retrieval of the survey a Certificate of Appearance to be signed by every school principal was given for means of verification and documentation purposes.

In conducting, the researcher gathered, tallied, and arranged all the data from the respondents through varied scales, translate, and interpret the measurable information with the help of a statistician, come-up with a decision, and planned a suggestion in looking at the findings for the study.

Statistical Tools.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. was used to measure the levels of empowering leadership, school culture, and teaching efficacy.

Pearson Product Moment Correlation was utilized to determine the relationships between empowering leadership, school culture, and teaching efficacy.

Multiple Regression Analysis was used to measure the school culture and teaching efficacy.

Medgraph using the Sobel z-test was employed to determine the mediating effect of empowering leadership on the relationship between school culture and teaching efficacy.

RESULTS

The data obtained from the respondents on the efficacy of teachers are presented, analyzed and interpreted in this section based on the research objectives previously stated. The order of discussion. The order of discussions on the mentioned topic is as follows: level of school culture; level of teaching efficacy; and level of empowering leadership; correlations between school culture and teaching efficacy;

In Table 1, the level of school culture has a weighed mean of 4.39 and a descriptive equivalent of Very High. The results show that professional collaboration has the highest mean value of 4.40 which is described s Very High. Meanwhile, the professional collaboration empowering leadership and teaching efficacy; and mediation analysis results.

Level of Teaching Efficacy

is followed by affiliative collegiality and self-determination/ efficacy with a mean value of 4.39 which are described as Very High. In appended Table 1.3, particularly under school culture in terms of self-determination/ efficacy, low mean results revealed more particularly in the belief about being *interdependent and valuing their colleagues*.

Table 1. Level of school culture

| Indicators | Mean | Descriptive Equivalent |
|-------------------------------|------|------------------------|
| Professional Collaboration | 4.40 | Very High |
| Affiliative collegiality | 4.39 | Very High |
| Self- determination/ efficacy | 4.39 | Very High |
| Grand mean | 4.39 | Very High |

Level of School Culture

In the Table 2, the weighted means of each criterion were computed, in which the level of efficacy among teachers has weighted mean of 4. 35 with a descriptive interpretation of Very High. The results revealed that the efficacy in instructional strategies with a value of 4. 39 which is described as high and the efficacy in student engagement has the lowest mean score of 4.33 which is described as Very High.

Table 2. Level of Teaching Efficacy

| Indicators | Mean | Descriptive Equivalent |
|--------------------------------------|------|------------------------|
| Efficacy in student engagement | 4.33 | Very High |
| Efficacy in instructional strategies | 4.39 | Very High |
| Efficacy in classroom management | 4.35 | Very High |
| Grand mean | 4.35 | Very High |

Extend of Empowering Leadership

Shown in Table 3 the extent of empowering leadership of teachers with an overall weighted mean score of 4.45 has a verbal interpretation of very high. Meanwhile, under empowering leadership, items no. 3, 5, and 11 got the high mean result of 4.48 with a descriptive equivalent of very high while item no. 1 result revealed with a mean of 4.40 with a descriptive equivalent of very high.

Table 3. Level of Empowering Leadership

| Mediating Variable | Mean | Descriptive Equivalent |
|-----------------------|------|------------------------|
| Empowering leadership | 4.45 | Very High |

Relationship Between School Culture and Teaching Efficacy

Presented in Table 4 the results of the test of relationship between school culture and teaching efficacy. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .175 with a p-value of <000 signified the rejection of the null hypothesis. It means that there is a significant relationship between school culture and teaching efficacy. This shows that the school culture is correlated with the efficacy of teachers.

More specifically, result revealed that all indicators of school culture are positively correlated with teaching efficacy, since the p-value is <000. Data show the positive association of the two variables.

Table 4. Correlation analysis of the variables

| Pair | Variables | Correlation Coefficient | p-value | Decision |
|-----------|--------------------------------------|-------------------------|---------|----------|
| IV and DV | School Culture and Teaching Efficacy | .175 | 0.000 | Reject |

Relationship Between School Culture and Empowering Leadership

Shown in Table 5 the results of the test of relationship between school culture and empowering leadership. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. In particular, it revealed a negative and insignificant relationship between the indicators of empowering leadership and school culture as revealed in the p-value that is less than .05, and with r value of 0.030.

The overall result reflects that empowering leadership are negatively correlated with school culture since the overall r-value is 0.030 with a p-value <.0551, hence not rejecting the null hypothesis. This shows that the increase in empowering leadership strategies would not affect the school culture.

Table 5. Correlation Analysis of the Variables

| Pair | Variables | Correlation Coefficient | p-value | Decision |
|-----------|------------------------------------------|-------------------------|---------|----------|
| IV and MV | School Culture and Empowering Leadership | .030 | 0.551 | Accept |

Relationship Between Empowering Leadership and Teaching Efficacy

Presented in Table 6 the results of the test of relationship between empowering leadership and teaching efficacy. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. In particular, it revealed a positive and insignificant relationship between the indicators of teaching efficacy and empowering leadership as revealed in the p-value of 000, and with r-value of .182. The overall result reflects that empowering leadership does correlate with teaching efficacy since the overall r-value is .182 with a p-value <0.000, hence reject the null hypothesis.

Table 6. Correlation Analysis of the Variables

| Pair | Variables | Correlation Coefficient | p-value | Decision |
|-----------|---------------------------------------------|-------------------------|---------|----------|
| MV and DV | Empowering Leadership and Teaching Efficacy | .182 | 0.000 | Reject |

Mediating Effect of Empowering Leadership on the Relationship Between School Culture and Teaching Efficacy

Shown in Table 7 is the regression analysis on the mediating effect of empowering leadership on the relationship between school culture and teaching efficacy. The data in this table were used as input to the med graph. As evident in the study of Baron and Kenny (1986), there are three steps to be met for a third variable to be acting as mediator. In Table 7, these are categorized as Steps 1 to 3. Step 4 is the final step. In Step 1 (Path c) school culture as the independent variable (IV) significantly predicts teaching efficacy, the dependent variable (DV). In step 2 (Path a) school culture (IV) significantly predicts empowering leadership, the mediator (MV). In step 3 empowering leadership (MV) significantly predicts teaching efficacy. In step 4 the combined effect of school culture and empowering leadership on teaching efficacy is significant.

As a matter of triangulation, further mediation analysis through medgraph (Jose, 2003) is warranted, involving the Sobel Test to assess the significance of mediation effect. If the effect of the IV on the DV becomes non-significant at the final step in the analysis, full mediation will be achieved. It means all of the effects are mediated by the mediating variable. If the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained. It means part of the IV is mediated by the MV but other parts are either direct or mediated by other variables not included in the model. In this particular case, the effect of the IV (school culture) on DV (teaching efficacy) is weakened as shown in the lowered beta value after controlling MV (empowering leadership), hence, showing a still significant relationship which imply a partial mediation.

The Sobel z-value of 0.584 yielded a p-value less than 0.05, hence significant partial mediation occurred. The association between school culture (IV) and Teaching efficacy (DV) has been significantly increased by the inclusion of the mediating variable which is risk empowering leadership. It could be seen in the graph that .170 is increased to .175 in the subsequent regression

Table 7. Regression results of the variables in the four criteria of the presence of mediating effect

| STEP | PATH | BETA (UNSTANDARDIZED) | STANDARD ERROR | BETA (STANDARDIZED) |
|--------|------|-----------------------|----------------|---------------------|
| Step 1 | c | .121 | .034 | .175 |
| Step 2 | a | .026 | .044 | .030 |
| Step 3 | b | .145 | .039 | .182 |
| Step 4 | c' | .117 | .034 | .170 |

The effect size (0.214) measures how much of the effect of school culture (IV) on teaching efficacy (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (0.121) is the raw correlation between school culture (IV) and teaching efficacy (DV). The direct effect (0.117) is the size of the correlation between school culture (IV) and teaching efficacy (DV) with empowering leadership (MV) included in the regression. The indirect effect is the amount of the original correlation between the IV and the DV that now goes through the mediator to the DV ($a*b$) where “a” refers to the path between IV and MV and “b” refers to the path between MV and DV.

The ratio index is computed by dividing the indirect effect by the total effect, in this case 0.026 divided by 0.121. =3.1127505 %.

With the use of Baron and Kenny’s (1986) steps in testing mediation of risk management, the researcher proved that mediation is significant and there is partial mediation. First regression, the independent variable (school culture) affects the mediator (empowering leadership) at beta coefficient of 0.030 and the relationship is significant at p-value equal to 0.551. Second regression, the independent variable (school

culture) affects the dependent variable (teaching efficacy) at beta coefficient of 0.175 and the relationship is significant at p-value equal to 0. Third regression, for the mediation to hold, the mediator (empowering leadership) affects the dependent variable (teaching efficacy) at beta coefficient value of 0.182 and the relationship is significant at p-value equal to 0.

Lastly, the dependent variable (teaching efficacy) is regressed on both independent variable (school culture) and the mediator (empowering leadership). Since the coefficient of the school culture has been increased from 0.170 to 0.175, but still significant, partial mediation of empowering leadership on the relationship between school culture and teaching efficacy production is achieved.

The Sobel's z value of 0.584 has a probability value of 0.05 significance which is lower than 0.05 level of significance. Hence, significant mediation is determined and hypothesis 1 is rejected. There is a significant mediation of empowering leadership on the relationship between school culture and teaching efficacy.

Since it is only partial mediation, it could not totally claim that empowering leadership were the very reason how school culture can influence teaching efficacy. This indicates that empowering leadership can be one of the reasons how school culture can influence teaching efficacy.

DISCUSSION

In this chapter is presented the discussion of the data on school culture, empowering leadership and teaching efficacy.

Teaching Efficacy

The overall level of teaching efficacy is very high. The indicator efficacy in instructional strategies got a very high rating. The indicators: Efficacy in classroom management and efficacy in classroom management have portrayed very high ratings. This means that teaching efficacy is always manifested among teachers. Moreover, it is evident that teachers have shown efficacy. Thus, teachers can implement alternative strategies in the classroom, and his/ her expectations are clear about students' behavior.

This result is aligned with the study of Benevene (2019) that teachers' efficacy is stronger when perceived less pressure and felt to be self-determined toward teaching. Teachers' efficacy drives their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academics.

School Culture

The overall level of school culture is very high. The indicators professional collaboration, self-determination/ efficacy and affiliative collegiality have portrayed very high ratings. This means that school culture is always manifested among schools. Moreover, it is a need in school to use the allotted time to plan as collective units/ item rather than just in individual during planning and organizational time, and support and appreciate the sharing of new ideas by members of the school.

This result of the school culture on teaching efficacy is higher compares with the findings of Sail (2022) as revealed in his findings that the level of school culture and teaching efficacy were high in Maldivian schools. Meanwhile, the study of Mattingly (2007) on the Influential Factors of School Culture on Teacher Self-Efficacy and Motivation: An Ethnographic Case Study in school districts in Kentucky conforms with the result of this study where school culture can influence teacher self-efficacy. In the present study, the

result may be aligned with the study of Bozkurt (2021) in Cankin Province which states that the organizational culture of teachers had a significant effect on their perception of collective efficacy.

Empowering Leadership

The extent of empowering leadership is very high in rating. while this means that empowering leadership is always performed by the teachers. Thus, the teachers have the potential to get students to believe that they can do well in school work, and they have to lead by example.

This result is in a way parallel with the study of Rezis (2016) in India that school needs to promote empowering leadership style to enhance teachers' innovation. Moreover, principals should refrain from providing conflicting orders and expectations from their teachers because such conditions will eliminate the positive effect of their empowering behaviors on teachers' exploration and innovative work behavior. Further, the findings of Kasim (2022) in Malaysia confirm the result of this study that variables of empowering leadership exerted a significant influence on high-performance school leaders.

Relationship Between School Culture and Teaching Efficacy

The test of the relationship between school culture and teaching efficacy revealed a significant relationship between school culture and teaching efficacy. This implies that the school culture is correlated with teaching efficacy. In other words, a positive school culture would also likely increase teaching efficacy This result is aligned with the study of Zakariya (2020) in Norway that school culture has a strong and direct impact on teacher self-efficacy. Moreover, the study of Çelik, (2021) revealed that professional development which is a dimension of school culture is the most important predictive variable, and it was followed by collegial support, collegial leadership, unity of purpose, self-efficacy, decision-making, and teacher collaboration. School culture has stronger relations with school effectiveness. This may mean that a school should have a culture that values the professional development of its teachers, collegiality, collaborative leadership, and teamwork in order to be effective.

In congruence with the result of the study of Summer (2021) that shows that school culture can influence teacher self-efficacy and motivation. Even though most teachers are intrinsically motivated, teachers still wanted to feel valued. It influences teacher perceptions of ownership and empowerment including relationships with colleagues and opportunities for shared leadership This study concludes that teacher perception of ownership and empowerment are influential factors as they relate to school climate, teacher self-efficacy, and motivation. Major sources of empowerment were students, colleagues, family, and spiritual beliefs more than their administrators. Collegiality and belonging played a major role in teacher sense of empowerment and had considerable impact on school culture. To increase motivation and sense of self-efficacy, teachers need to feel valued by their administrators. Meeting teacher needs of autonomy, relatedness, and competence promote a sense of ownership and empowerment. Perceptions of ownership and empowerment are influential in job satisfaction and are motivating factors for teacher retention.

Relationship Between School Culture and Empowering Leadership

The test of the relationship between school culture and empowering relationship shows that there is a positive and significant relationship between school culture and empowering leadership. This suggests that the increase in school culture does not affect empowering leadership. This is incongruent with the study of Balkar (2019) at the University of Gaziantep, Turkey where the finding shows that the dominant characteristics of school culture emphasize a sense of confidence, change, innovation, and collaborative management. Teacher efficacy, job satisfaction, strong social relationships, and leadership of the school principal are the primary generated characteristics of school culture as results of the reflections of empowerment. It is concluded that school is both change and pragmatism oriented. Based on the results of the study, it is suspected that school principals refrain from sharing their responsibilities with teachers and do not build close relationships with the min order to gain their trust.

The finding of the study of Dinsdale (2020) shows that principals play a vital role in determining school culture. This culture sets the context within which staff and students work. The importance of school leaders strives to create a positive culture. Empowerment leadership promotes collaboration, development of staff, provision of resources, transparency of vision, management of workplace stress, and professional development of school leaders as tools to create a positive school culture.

The study of Pretz (2020) conforms to the insignificance relationship between school culture and empowering leadership in the district, Eagle Middle School. The finding revealed that there is a discrepancy in achievement where it is one element that has created a culture problem. Collegial school culture does not systemically improve the function of their academic institution through shared leadership. Additionally, the culture has a reputation for poor service for teachers and not serving the community effectively. Because of the poor culture, the staff had a lack of leadership and is cycling toward a continuous state of decline.

Relationship Between Empowering Leadership and Teaching Efficacy

The test of the relationship between empowering leadership and teaching efficacy shows that there is a positive and significant relationship between empowering and teaching efficacy. This suggests that the increase in empowering leadership would also likely increase teaching efficacy.

The result is aligned with Mahmood (2022) that empowering leadership is significantly associated with employee self-efficacy at the academic level of higher education institutions in Sindh, Pakistan. It was assessed that empowering leadership affects employees' job performance through self-efficacy. The findings have established that empowering leadership can affect teaching performance. It has also shown that empowering leadership as collaborative effects produces advanced levels of self-efficacy, goal clarity, and employee job performance than either leadership behavior could accomplish by itself.

This study is supported by the findings of Joo (2018) in South Korea on empowering leadership on employees' self-efficacy. It was found that empowering leadership influenced teaching efficacy both directly and indirectly through PsyCap. Employees' PsyCap fully mediated the relationship between empowering leadership and employees' PWB, while partially mediating the relationship between empowering leadership and efficacy. The study has also provided empirical evidence for the importance of PsyCap, which plays a positive role in the ability of employees to manage their overall feelings in achievement situations and in employees' engagement in the workplace.

This result is aligned with Tress (2019) change management study where investigation showed that there is a relationship between empowering leadership and teaching efficacy. Results from 147 participants showed that Empowering Leadership is positively and significantly related to self-efficacy. Moreover, the findings of the study of Fitriaty et al, (2021) conform to this study where empowering leadership and energizing self-efficacy had interrelationships via statistical examination. The results pinpointed the significant impact of empowering leadership on energizing self-efficacy. Energizing self-efficacy significantly influenced innovative behavior, but the impact of vice versa is not significant. There was an indirect effect of empowering leadership on innovative behavior through energizing self-efficacy, but affective commitment was not a mediator between empowering leadership and innovative behavior. These

In the present study, the result may be aligned with the hypothesis of Barelds et al, (2022) which states that an empowering leadership style would be positively associated with employees' efficacy. Additionally, grounded in self-efficacy theory, the findings could be of value to organizations as they indicate a specific leadership style that is likely to facilitate the effectiveness of efficacy.

The Mediating Effect of Empowering Leadership on the Relationship between School Culture and Teaching Efficacy

The mediation analysis reveals that risk-empowering leadership partially mediates the relationship between

school culture and teaching efficacy. The partial mediation could not totally claim that empowering leadership is the very reason how school culture can influence teaching efficacy. This indicates that empowering leadership can partly explain how school culture can influence teaching efficacy. The partial mediation could not totally claim that empowering leadership is the very reason how school culture can influence teaching efficacy. This indicates that empowering leadership can partly explain how school culture can influence teaching efficacy. However, the fact that empowering leadership has a significant correlation with teaching efficacy, this finding is in line with the pronouncement of Barelds et al, (2022) which states that an empowering leadership style would be positively associated with employees' efficacy.

Moreover, the result is aligned with Mahmood et al, (2022) that empowering leadership is significantly associated with employee's self-efficacy at the academic level of higher education institutions of Sindh, Pakistan. It was assessed that empowering leadership effects on employees' job performance through self-efficacy. The findings have established that empowering leadership can affect teaching performance. It has also shown that empowering leadership as collaborative effects produce advanced levels of self-efficacy, goal clarity, and employees' job performance than either leadership behavior could accomplish by itself.

CONCLUSION

As can be gleaned from the findings of the study, conclusions are drawn in this section.

The level of school culture is very high. This implies that the school culture produces the school outcomes. Teachers have trust, respect, and motivation, and have a common vision and democratic culture regarding taking decisions in their teaching. A healthy school culture continuous staff development and work for students' academic achievement. On the other hand, the level of teaching efficacy is very high. This can be concluded that highly efficacious teachers tend to be more organized, display greater skills in instruction, questioning, explaining, and providing feedback to students having difficulties, and maintaining students on task. They can provide opportunities for student communication by using a variety of models to meet the needs of all learners. In addition, the level of empowering leadership is very high. This means that empowering leadership can affect teachers' job performance. Empowering leadership can have a collaborative effect to produce advanced levels of self-efficacy, goal clarity, and employee performance. On the other hand, there is a significant relationship between school culture and teaching efficacy. It implies that it is relevant to prospective teachers and practicing teachers because it raises issues and awareness. The school will experience productivity while teachers will have satisfaction and are eager to give and perform more.

There is a significant relationship between school culture and empowering leadership. It implies that a positive and collaborative school culture enhances school effectiveness. In addition, it reflects the importance of creating a positive and collaborative school culture that empowers all school members to work towards common goals, which improves the effectiveness of the school. A positive school culture is instrumental in achieving school effectiveness, adding clarity to the understanding of school culture as a critical component of an effective school.

Moreover, there is a significant relationship between teaching efficacy and empowering leadership. This implies that the teacher-school head exchange relationship plays a mediating chain role in empowering leadership; empowering leadership promotes inner empowerment. Teachers who are empowered are focused and goal-directed. In addition, there is a mediating effect of empowering leadership on the relationship between school culture and teaching efficacy. This means that principals play a vital role in determining school culture. It is important that school leaders strive to create a positive culture and this will result in teachers' collaboration, development of staff, provision of resources, transparency of vision, management of workplace stress, and professional development of school leaders.

RECOMMENDATION

Based on the foregoing findings and conclusions, a number of recommendations are offered. Since there is a high level of school culture, a high level of teaching efficacy, and an extensive level of empowering leadership, it is suggested that teachers shall maintain their levels or even improve for better performance outcomes. Furthermore, to improve the level of school culture, empowering leadership, and teaching efficacy.

. The mediation analysis suggests that teachers must strengthen their empowering leadership in order to achieve better work output. Finally, future studies toward examining other variables that can possibly mediate the relationship between school culture and teaching efficacy which will be of utmost importance to the research community shall be taken into consideration.

On the other hand, attention and well-coordinated efforts must be extended to the indicators that revealed low results in terms of mean scores. The mediating effect of empowering leadership, for example, Teacher must set high standards for performance by his/ her behavior. In addition, the information drives may address the following three concerns: First; teachers must be interdependent and value colleagues for self-determination/ efficacy; Second, make expectations clear about student behavior for efficacy in classroom management; and lastly, teachers should discuss instructional strategies and curriculum issues.

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