

# Assessing the Role of Authentic Leadership in Cultivating Teacher Empowerment in Sports

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**Abstract:** This research explored the correlation between genuine leadership in educational institutions and the empowerment of teachers. Our study focused on how teachers at a particular educational institution perceive and evaluate true leadership qualities, as well as the institution's efforts to promote teacher empowerment. The research used a mixed-methods methodology, which included the use of questionnaires and interviews to collect extensive data from instructors inside the university. The results indicated that teachers surveyed viewed the genuine leadership of their institution to have moderate degrees of self-awareness, relational transparency, balanced processing, and a strong moral code. This evaluation highlighted the need of implementing leadership development programs to enhance these qualities among school administrators. In addition, the study highlighted areas of concern pertaining to curriculum enhancement, teacher independence, inclusiveness, acknowledgment, administrative obstacles, work-life equilibrium, and professional growth. A significant association was found between genuine leadership and teacher empowerment, highlighting the need of fostering authentic leadership attributes among school administrators. The survey also emphasized the difficulties encountered by teacher-respondents, such as restricted independence, difficulty in promoting inclusion, insufficient acknowledgment, bureaucratic hindrances, work-life equilibrium problems, and inadequate possibilities for professional growth.

**Keywords:** Autonomy and Flexibility with the Curriculum; Balanced Processing; Curriculum; Literacy and Numeracy; Relational Transparency; Self-awareness; Sense of Community; Strong Moral Code; Teacher Sensitivity.

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## 1. Introduction

The relationship between authentic leadership and teacher empowerment is a fluid and impactful phenomenon within the realm of education. Authentic leadership is a leadership style that is distinguished by the display of authentic, transparent, and ethically founded actions. This leadership approach has significant influence in molding the feeling of empowerment experienced by instructors (Waida, 2021). When educational administrators demonstrate genuine leadership attributes, such as self-awareness, equitable decision-making, and strong ethical principles, they create a climate that promotes the appreciation and regard for educators. Consequently, this facilitates the development of a culture characterized by trust, transparent communication, and collaborative efforts, all of which are fundamental elements contributing to the empowerment of teachers (Western Governors University, 2020).

Authentic leaders has the ability to motivate instructors by their shown behaviors and serve as exemplars of ethical and professional behavior. Educators who get inspiration from their leaders are inclined to assume responsibility for their professional growth and actively participate in introspective exercises aimed at enhancing their pedagogical skills. Furthermore, genuine leaders actively include teachers in the decision-making processes, giving them the opportunity to contribute their perspectives and insights in the development of educational policies and procedures. The use of this participative strategy serves to enhance the empowerment of teachers via the acknowledgement of their expertise and valuable contributions within the educational community (Taylor, 2023).

Moreover, the concept of genuine leadership is closely associated with the development of healthy school cultures,

whereby educators have a profound feeling of inclusion and assistance. The cultivation of ethical conduct and adherence to a robust moral framework serves to create an atmosphere inside educational institutions that prioritizes ethical behavior, so emphasizing the significance of integrity in the processes of instruction and knowledge acquisition. (Kight, 2022).

In Chinese context, the relationship between authentic leadership and teacher empowerment has substantial effect within the realm of education. The cultivation of an atmosphere in which teachers feel appreciated and respected may be facilitated by school leaders who demonstrate genuine leadership skills, including self-awareness, balanced decision-making, and a strong ethical code. Consequently, this practice cultivates an environment characterized by trust, transparent communication, and cooperative efforts, all of which are essential elements contributing to the empowerment of educators ( Zhang, Long, Bowers, 2022).

Authentic leaders has the ability to motivate instructors by means of their acts, so assuming the position of exemplars for ethical and professional behavior. Educators who get inspiration from their leaders are inclined to assume responsibility for their own professional growth and actively participate in introspective methodologies aimed at enhancing their instructional abilities. Furthermore, genuine leaders actively include teachers in the decision-making processes, affording them the opportunity to contribute their perspectives and insights in defining educational policies and procedures. (Zhou, Yang, Dong, & Wang, 2021).

In addition, genuine leadership is congruent with the development of healthy school cultures, whereby educators have a feeling of inclusion and assistance. The cultivation of ethical conduct and adherence to a robust moral framework serves to foster an atmosphere inside educational institutions that upholds ethical standards, so underscoring the

significance of integrity in the processes of instruction and knowledge acquisition. In the Chinese educational setting, the correlation between genuine leadership and teacher empowerment underscores the pivotal significance of leadership practices in establishing a conducive atmosphere for educators to flourish, foster innovation, and have a substantial influence on student learning achievements (Karadag & Oztekin-Bayir, 2017).

The need of conducting a research on the correlation between authentic leadership and teacher empowerment in China is of utmost importance in the present educational context. China's current educational reforms have prioritized the enhancement of education quality and the promotion of innovative teaching techniques. Furthermore, there has been a growing recognition of the need of addressing teacher morale and burnout in recent years. Consequently, it is essential to investigate the potential beneficial effects of genuine leadership on teachers' overall well-being and levels of work satisfaction.

Thus, the researcher decided to delve into this study to fill in the research gap pertaining to the correlation between authentic leadership and teacher empowerment in China. However, the extent to which these concepts may be used in China, considering its unique cultural and educational qualities, has not been extensively investigated. One notable deficiency is to the cultural uniqueness of genuine leadership philosophy. The aforementioned idea, which is grounded on Western values and beliefs, may not exhibit perfect congruence with the prevailing norms and expectations inside Chinese culture. It is imperative to comprehend the effective implementation of authentic leadership and its alignment with Chinese cultural values in order to facilitate its meaningful application within the educational setting in China.

Furthermore, there is a lack of comprehensive research on the influence of authentic leadership and teacher empowerment on student outcomes in China. There is a noticeable absence of longitudinal studies that systematically observe and analyze the impacts of genuine leadership behaviors over an extended period of time. This gap in the existing literature hinders our comprehensive knowledge of the sustainability and long-term consequences of these activities.

Moreover, it is worth noting that while several studies have investigated the viewpoints of educational administrators, there exists a significant dearth of study in comprehensively documenting the opinions and lived experiences of instructors. It is crucial to address this disparity by providing practical insights derived from research findings in order to facilitate constructive transformation within the Chinese educational system.

In summary, it is imperative to address these areas of research deficiency in order to further our comprehension of the correlation between authentic leadership and teacher empowerment in China. This will ultimately result in the improvement of the nation's educational system and the caliber of education imparted to its student population.

## 2. Methodology

The present research employs a descriptive comparative technique, characterized by the methodical gathering and examination of data, with the aim of describing and comparing the factors associated with genuine leadership and teacher empowerment in educational settings. This technique incorporates many essential elements like research design,

sampling method, instrumentation, data gathering procedures, statistical treatment and analysis, and ethical considerations.

### 2.1. Research Design

The study used a descriptive-correlational research strategy, which was very significant and relevant in investigating the influence of authentic leadership on promoting teacher empowerment inside educational institutions. The primary aim of this research design was to get a thorough understanding of the current conditions and characteristics of the variables being examined, namely authentic leadership and teacher empowerment, without using direct manipulation. This technique was essential since it enabled researchers to scrutinize the correlations and interconnections among diverse components. By taking part in these activities, it helped to investigate the possible connection between the use of effective leadership methods in educational institutions and the achievement of increased levels of teacher empowerment. The study's descriptive technique provided a comprehensive portrayal of the current perspectives and conditions in the educational environment, therefore shedding light on the dominant dynamics.

The use of a descriptive-correlational technique in this project was crucial, as it allowed for a systematic and structured framework to evaluate and measure people' perception of authentic leadership and teacher empowerment. The use of quantitative data enabled the precise evaluation of these elements. Furthermore, this enabled researchers to investigate the interrelationships among these elements, which is of great significance for educational institutions seeking to enhance teacher empowerment. The presence of a statistically significant positive correlation suggests that fostering authentic leadership behaviors might be an effective approach to enhance teacher empowerment. The implementation of the descriptive-correlational research design was a crucial methodological choice that offered distinct insights into the relationship between authentic leadership and teacher empowerment in the educational context.

### 2.2. Instrumentation

The research instrument used in this study included of two primary methods for collecting data: a survey questionnaire provided to teachers and informal interviews done with a specified group of administrators. The survey questionnaire was a quantitative instrument particularly designed to assess the perspectives and assessments of teachers about authentic leadership and teacher empowerment inside their respective educational institutions. The questionnaire included components derived from Bill George's authentic leadership theory, namely emphasizing self-awareness, transparent relationships, unbiased decision-making, and a robust ethical framework. In addition, this research assessed many aspects of teacher empowerment, as defined by Suma Sachdeva in 2015, such as fostering a sense of community, developing curriculum, allowing teacher autonomy, and other relevant elements.

Aside from the gathering of quantitative data, informal interviews were done with administrators from the institutions that were part of the research. The use of semi-structured interviews in this study facilitated the inclusion of a qualitative dimension, allowing administrators to articulate their perspectives and narrate their experiences about authentic leadership practices and the strategies employed to

foster teacher empowerment. The interview approach was carefully crafted to examine many aspects of authentic leadership and teacher empowerment, resulting in noteworthy qualitative results.

By using both quantitative surveys and qualitative interviews, a comprehensive examination was conducted to assess the influence of authentic leadership on the advancement of teacher empowerment. The objective of this study was to acquire an extensive understanding of the internal workings of Chinese educational institutions and provide practical recommendations for enhancing teacher empowerment via the implementation of effective leadership strategies. This was accomplished by using triangulation to gather data from both instructors and administrators.

To determine whether the parametric test would be used to address the research objectives, a normality test, namely the Shapiro-Wilk test, was performed. Parametric testing is used when the p-values are greater than .05. If the p-values are less than .05 and the data is not normally distributed, nonparametric tests will be used.

The research questions posted in this study are revisited. As a result, the findings, as well as their interpretation and analysis, are presented.

**Table 1.** Reliability Measurement – Authentic Leadership (Cronbach’s Alpha)

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Items
Self-Awareness	0.73	0	10
Relational Transparency	0.77	0	10
Balanced Processing	0.74	0	10
Strong Moral Code	0.74	0	10

**Table 2.** Reliability Measurement – Teacher Empowerment (Cronbach’s Alpha)

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Items
Creating a Sense of Community	0.72	0	10
Moving beyond Literacy and Numeracy	0.74	0	10
Ensuring Teacher Sensitivity to social and gender norms	0.78	0	10
Ensuring Teacher Autonomy and Flexibility with the Curriculum	0.79	0	10
Fostering a “Universe of Care” at All System Levels	0.77	0	10

Tables 1 and 2 present the reliability measurement, particularly the Cronbach’s alpha of the scales, authentic leadership, as well as teacher empowerment. Cronbach’s alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency. (Roldan & Sanchez-Franco,

2012; Kock, 2015). For Cronbach’s alpha to be able to determine whether or not a measurement is reliable, the value of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The analysis of the data showed that all of the domains of the two (2) scales satisfied the criterion for reliability and were considered to be good items with good internal consistency. Specifically, authentic leadership generated CA values between 0.73 and 0.77, while teacher empowerment obtained p-values ranging from 0.72 to 0.79.

**Table 3.** Shapiro-Wilk

Descriptives	Shapiro-Wilk		
	N	W	P
Creating a Sense of Community	0.72	0	10
Moving beyond Literacy and Numeracy	0.74	0	10
Ensuring Teacher Sensitivity to social and gender norms	0.78	0	10
Ensuring Teacher Autonomy and Flexibility with the Curriculum	0.79	0	10
Fostering a “Universe of Care” at All System Levels	0.77	0	10

The results of the Shapiro-Wilk test demonstrate that all of the p-values that were generated by the test are greater than 0.05, which indicates that the scores follow a normal distribution. Due to this, a parametric test, such as the Pearson correlation, will be utilized in order to determine whether or not there is a significant relationship between the variables. This was done in order to determine whether or not the variables were related to one another.

### 3. Results, Analysis, and Interpretation

A tabular representation of the data that was collected, as well as its analysis and interpretation, can be found in this chapter. The results of a statistical analysis carried out using jamovi 2.3.19 form the basis for the conclusions presented in this section.

#### 3.1. Assessment of the Teacher-Respondents on Authentic Leadership in their Own Institution

##### 3.1.1. Self-Awareness

Table 4 summarizes the assessment of the authentic leadership in terms of self-awareness of a sample of teachers, with a mean score of 3.07 and a standard deviation of 0.28. This implies that they agree that cultivating self-awareness among leaders has a positive impact on the broader institutional culture (M = 3.30), that leaders within their organization have a high level of self-awareness about their own strengths and flaws (M = 3.14), and that leaders within their organization have a deep understanding of their own principles and ideas (M = 3.14). Furthermore, they agree that the leadership team effectively uses self-awareness to successfully steer the institution toward its intended trajectory (M = 3.14) and actively participates in self-reflection to enhance their leadership capabilities (M = 3.06).

**Table 4.** Assessment of the Teacher-Respondents on Authentic Leadership in terms of Self-Awareness

Indicators	Mean	SD	Verbal Interpretation	Rank
1. It is my contention that the leaders inside my institution possess a great degree of self-awareness about their own strengths and flaws.	3.14	0.57	Average	3
2. The leaders within my organization openly recognize and accept their limits when making significant choices.	2.85	0.66	Average	10
3. The leadership team consistently solicits input from instructors and staff members in order to enhance their self-awareness.	3.01	0.68	Average	7
4. The leaders inside my organization have a profound comprehension of their own principles and ideas.	3.14	0.51	Average	3
5. The leadership team adeptly employs their self-awareness to successfully steer the institution towards its intended trajectory.	3.14	0.47	Average	3
6. The leaders within my institution proactively participate in self-reflection as a means to augment their leadership capabilities.	3.06	0.62	Average	5
7. It is my perception that our leaders exhibit a willingness to receive constructive criticism and have a capacity for learning from their errors.	2.99	0.68	Average	9
8. The leadership team continuously assesses their decision-making processes in order to guarantee congruence with their self-awareness.	3.00	0.66	Average	8
9. The leaders of my school demonstrate a sincere inclination towards comprehending the viewpoints and requirements of educators.	3.04	0.60	Average	6
10. It is my contention that the cultivation of self-awareness among leaders has a beneficial influence on the broader institutional culture.	3.30	0.55	Average	1
<b>COMPOSITE MEAN</b>	<b>3.07</b>	<b>0.28</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

The evaluation of teacher-respondents on genuine leadership, particularly in terms of self-awareness, provides valuable insights into the attitudes of educators inside the institution. Indicator 10 had the highest mean score of 3.30, showing that instructors strongly feel that promoting self-awareness among leaders positively affects the overall institutional culture. This highlights the need of leaders actively developing self-awareness, since it is considered a beneficial factor in shaping the overall corporate atmosphere. Conversely, Indicator 2 has the lowest average score of 2.85, indicating the potential for enhancing leaders' ability to acknowledge and embrace their constraints while making important choices.

Foremost, institutions should give priority to leadership development programs that specifically concentrate on fostering self-awareness among leaders. This necessitates a leadership approach that is receptive to input and fosters cooperation among educators. Furthermore, continuous leadership training should include elements that promote self-awareness and self-reflection, allowing leaders to get a deeper understanding of their strengths and flaws. Indicator 3 highlights the importance of valuing leaders who actively seek feedback from instructors and staff members. This indicates that a participative leadership style is highly regarded and should be encouraged in educational institutions.

The research conducted by Gatling, Castelli, and Cole (2014) about genuine leadership and coaching efficacy offers significant reinforcement to the existing evidence on self-awareness in educational establishments. The researchers emphasize the need of self-awareness as a fundamental aspect of true leadership. Their research examines the correlation between leadership style and coaching efficacy, highlighting the significance of genuine leadership in establishing successful coach-client connections.

Upon comparing their findings with the present study's results on self-awareness in educational leadership, it is evident that there is a distinct resemblance in the significance

of self-awareness in both settings. Leaders who exhibit self-awareness are more successful in their service to others, which is consistent with the present study's results on the favorable influence of self-awareness on the overall institutional culture in education.

The inferences derived from Gatling et al.'s research may also be extended to the educational setting. Educational institutions may get advantages by using elevated degrees of genuine leadership and self-awareness among their leaders. By using this approach, institutions may cultivate a more favorable and efficient learning atmosphere for both teachers and students.

### 3.1.2. Relational Transparency

Table 5 assesses the authentic leadership of the teachers in terms of relational transparency. Based on tabulated data, it obtained a composite mean score of 2.92 and a standardized deviation of 0.35. This means that the teachers rate this domain moderately and agree that the leadership team effectively disseminates pertinent information to instructors in order to cultivate an atmosphere of trust and openness ( $M = 3.13$ ), that the leaders within their institution uphold the practice of establishing and maintaining transparent and easily accessible lines of communication ( $M = 3.02$ ), and that the team proactively solicits feedback from teachers throughout the year ( $M = 3.02$ ). Similarly, they agree that the leadership team is approachable and actively fosters an environment that encourages open conversation with instructors ( $M = 3.00$ ) and that the leaders within their institution demonstrate a high degree of transparency in effectively communicating the organization's goals and vision ( $M = 2.98$ ).

The evaluation of teachers' opinions on genuine leadership, specifically in regard to relational openness, has yielded useful insights into how educators inside the institution see this leadership style. Indicator 3 had the highest average score of 3.13, suggesting that teachers see the leadership team as successful in sharing relevant information with instructors,

which fosters an environment of trust and transparency. In contrast, Indicator 9 had the lowest average score of 2.71, indicating that instructors may perceive a deficiency in their

overall comprehension of the decisions and initiatives made by the leadership team.

**Table 5.** Assessment of the Teacher-Respondents on Authentic Leadership in terms of Relational Transparency

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leaders within my institution engage in transparent and truthful communication with both instructors and staff members.	2.82	0.72	Average	8
2. I see that the leaders within my institution demonstrate a high degree of transparency in effectively communicating the aims and vision of the organization.	2.98	0.70	Average	5
3. The leadership team effectively disseminates pertinent information to instructors in order to cultivate an atmosphere of trust and openness.	3.13	0.60	Average	1
4. The leaders within my institution uphold the practice of establishing and maintaining transparent and easily available lines of communication.	3.02	0.66	Average	2
5. The leaders within my institution uphold the practice of establishing and maintaining transparent and easily available lines of communication.	2.80	0.78	Average	9
6. It is my contention that officials at my school actually prioritize the solicitation and consideration of input from professors.	2.85	0.66	Average	7
7. The leadership team has an accessible demeanor and actively fosters an environment that promotes open conversation with instructors.	3.00	0.61	Average	4
8. The leaders within my institution actively engage in the practice of sharing both accomplishments and obstacles with instructors and staff members.	2.88	0.75	Average	6
9. I possess a comprehensive understanding of the choices and activities implemented by the leadership team.	2.71	0.79	Average	10
10. The leadership team proactively solicits feedback from teachers throughout the process of implementing substantial institutional reforms.	3.01	0.61	Average	3
<b>COMPOSITE MEAN</b>	<b>2.92</b>	<b>0.35</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Shie and Chang (2021) investigated the influence of real leadership on teachers' organizational citizenship behavior and well-being, providing more support for the existing research on the importance of transparent relationships in educational leadership. Their study explores the many aspects of genuine leadership, such as transparency and trust-building, and how they impact the connection between teachers and schools, organizational commitment, and civic behavior. Aligned with the present study's focus on relational transparency, Shie and Chang's research highlights the pivotal significance of transparent communication in educational leadership. Their research demonstrates that genuine leadership, which is defined by open communication methods, has a substantial impact on organizational trust, identity, commitment, and civic behavior among teachers.

It is essential for educational leaders to provide utmost importance to open and honest communication with teachers and staff. Furthermore, institutions should actively encourage the creation and maintenance of clear and readily available channels of communication, a practice that is highlighted in both studies. Investing in fostering trust among educators may enhance the overall institutional culture and promote the well-being of instructors. This implies that educational leaders should actively promote and support instructors in engaging in behaviors that contribute to the institution and their colleagues. Implementing these methods may cultivate a cooperative and encouraging educational atmosphere, which can be advantageous for both teachers and students.

### 3.1.3. Balanced Processing

Table 6 shows the assessment of the teachers' authentic leadership in terms of balanced processing, with a composite mean score of 2.99 and a standard deviation of 0.37. The findings indicate that the teachers agree that the leadership

team adeptly manages the competing interests of diverse stakeholders ( $M = 3.09$ ), that the leaders within their organization have a strong commitment to making choices that are both fair and just ( $M = 3.02$ ), and that the leadership team continuously evaluates the advantages and disadvantages of several alternatives prior to making decisions ( $M = 3.01$ ). Furthermore, it appears that they agree that the leadership team fosters a conducive environment in which instructors' perspectives and contributions are highly valued and taken into account throughout the decision-making process ( $M = 3.01$ ), and that the leaders within their organization demonstrate a conscientious approach by thoroughly evaluating several perspectives prior to reaching a conclusion ( $M = 2.98$ ).

The evaluation of teachers' opinions on genuine leadership, specifically about balanced processing, provides useful insights into how educational leaders make decisions. Indicator 9 had the highest mean score of 3.09 of the analyzed factors. This indicates that educational leaders are viewed as very skilled in handling the conflicting interests of many stakeholders. This implies that leaders have exceptional skills in effectively managing the intricate challenges posed by diverse stakeholder expectations inside educational institutions. In contrast, Indicator 4 has the lowest average score of 2.94, indicating the need to enhance the prioritization of evidence-based procedures in decision-making processes. Leaders may improve their ability to handle information in a balanced manner by giving more importance to decision-making based on facts.

The results have several implications. Foremost, educational leaders should enhance their dedication to making decisions based on solid facts, promoting a culture that relies on data-driven methods, and offering training and

tools to facilitate this approach. Furthermore, it is important to consistently engage in the promotion of many viewpoints and actively solicit feedback from a wide range of stakeholders in order to make well-rounded and inclusive judgments. Furthermore, leaders should consistently exhibit active listening and open-mindedness, creating an

organizational culture that highly regards open communication and cooperation. Finally, the act of appreciating and engaging teachers in decision-making procedures may improve the overall quality of decisions and demonstrate consideration for the requirements and perspectives of educators.

**Table 6.** Assessment of the Teacher-Respondents on Authentic Leadership in terms of Balanced Processing

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leaders within my organization demonstrate a conscientious approach by thoroughly evaluating several perspectives prior to reaching a conclusion.	2.98	0.68	Average	5
2. I hold the belief that the leadership team demonstrates impartiality and fairness in their decision-making procedures.	2.97	0.69	Average	6.5
3. The leadership team proactively solicits feedback from a wide range of teachers and stakeholders, including varied perspectives and backgrounds.	2.97	0.68	Average	6.5
4. The prioritization of evidence-based methods is a key focus for leaders within my institution when engaging in critical decision-making processes.	2.94	0.65	Average	10
5. The leadership team continuously engages in the evaluation of the advantages and disadvantages of several alternatives prior to making decisions.	3.01	0.58	Average	3.5
6. It is evident that our leaders have a propensity for engaging in active listening and considering other viewpoints prior to reaching conclusive conclusions.	2.95	0.67	Average	8.5
7. The leadership team demonstrates receptiveness to criticism that presents other perspectives and critiques their current ideas and methods.	2.95	0.69	Average	8.5
8. The leaders within my organization have a strong dedication to making choices that are both fair and just.	3.02	0.71	Average	2
9. It is my contention that the leadership team adeptly manages the competing interests of diverse stakeholders.	3.09	0.59	Average	1
10. The leadership team cultivates a conducive climate whereby the perspectives and contributions of instructors are highly regarded and taken into account throughout the decision-making process.	3.01	0.62	Average	3.5
<b>COMPOSITE MEAN</b>	<b>2.99</b>	<b>0.37</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Opatokun, Hasim, and Hassan (2013) on authentic leadership in higher education, offers significant evidence to support the existing findings on balanced processing in educational leadership. Their study examined whether a combination of balanced processing, self-awareness, internalized moral viewpoint, and relational transparency may predict the presence of genuine leadership in administrative chiefs.

The connection with the present research is based on the recognition of balanced processing as a significant indicator of genuine leadership. Both studies acknowledge that true leadership depends on leaders' capacity to comprehensively assess many viewpoints and participate in decision-making grounded on empirical facts. These findings align with the importance placed on balanced processing in the present study's evaluation of authentic leadership in educational environments.

Ultimately, the research conducted reinforces the existing evidence about the significance of balanced processing in genuine leadership specifically in educational settings. Both findings emphasize the crucial need of maintaining a balanced approach in order to develop genuine leadership qualities among educational leaders.

### 3.1.4. Strong Moral Code

In terms of a strong moral code, Table 7 shows how the teachers rated their authentic leadership. Analysis of the descriptive statistics revealed a composite mean score of 3.09 and a standard deviation of 0.31. This implies that respondents have an average opinion of and agree that the leaders within their institution constantly demonstrate a

commitment to upholding ethical and moral norms through their conduct ( $M = 3.20$ ), that they actively foster a culture of ethical responsibility among the teaching staff ( $M = 3.19$ ), and that the leadership team prioritizes ethical issues when faced with difficult choices ( $M = 3.12$ ). Similarly, they agree that their leaders show a strong commitment to upholding a well-defined set of ethical principles and values ( $M = 3.11$ ) and that their leaders demonstrate a high level of integrity and honesty in their respective leadership positions ( $M = 3.09$ ).

The evaluation of teachers' opinions on genuine leadership, particularly in relation to a robust moral framework, provides fascinating insights into educators' perspectives on the ethical aspect of leadership in their institutions. The evaluation revealed that Indicator 1 had the highest average score, suggesting that the institution's leaders constantly exhibit a strong dedication to adhering to ethical and moral standards via their behavior. In contrast, Indicator 5, which relates to the leadership team's emphasis of the ideals of fairness and justice in their leadership style, had the lowest mean score. Although the score remains quite high, it suggests that leaders have the potential to enhance their approach to fairness and justice in their leadership practices.

The conclusions derived from these findings emphasize the need of a robust ethical framework as a crucial element of genuine leadership in educational establishments. Educators greatly appreciate leaders who continuously demonstrate ethical and moral principles, acting as role models of integrity and honesty. Educational leaders and institutions may use these results to strengthen the significance of ethical behavior in leadership development programs and in promoting a

culture of ethical accountability among teaching staff. Furthermore, leaders must prioritize the aspect of fairness and

justice, as it is a crucial factor that may strengthen the perception of genuine leadership in educational environments.

**Table 7.** Assessment of the Teacher-Respondents on Authentic Leadership in terms of Strong Moral Code

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leaders within my institution constantly demonstrate a commitment to upholding ethical and moral norms via their conduct.	3.20	0.64	Average	1
2. It is my contention that our leaders exhibit a high level of integrity and honesty in their respective leadership positions.	3.09	0.64	Average	5
3. The leadership team places a high priority on ethical issues when confronted with challenging choices.	3.12	0.65	Average	3
4. The leaders within my institution serve as exemplars of ethical conduct for both instructors and staff members.	2.99	0.66	Average	9
5. The leadership team prioritizes the principles of fairness and justice in their leadership approach.	2.97	0.62	Average	10
6. It is seen that our leaders demonstrate a strong commitment to upholding a well-defined set of ethical principles and values.	3.11	0.55	Average	4
7. The leadership team proactively engages in the resolution of ethical challenges and concerns that arise within the organization.	3.05	0.66	Average	7.5
8. The leaders at my school actively foster a culture of ethical responsibility among the teaching staff.	3.19	0.63	Average	2
9. It is my contention that the ethical principles upheld by our leaders have a constructive impact on the overall culture of the organization.	3.07	0.52	Average	6
10. The leadership team constantly demonstrates congruence between their declared beliefs and ideals and their actions.	3.05	0.64	Average	7.5
<b>COMPOSITE MEAN</b>	<b>3.09</b>	<b>0.31</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Obuba’s (2023) literature review on the moral aspects of authentic leadership offers valuable insights that substantiate and strengthen the significance of a robust moral framework as a constituent of authentic leadership. This aligns with the existing research on the importance of a strong moral code in educational leadership as it emphasizes the ethical aspects of genuine leadership, including integrity, equity, accountability, and reverence, as essential elements for successful leadership. The moral aspects strongly correspond with the criteria evaluated by teachers when assessing true leadership in educational institutions. More precisely, the focus on leaders adhering to ethical and moral standards (Indicator 1), displaying integrity and truthfulness (Indicator 2), and giving importance to principles of fairness and justice (Indicator 5) aligns closely with the moral aspects examined in Obuba's research.

Further, the literature study acknowledges the mediating function of the leader/employee connection, which parallels the significance of the teacher-school relationship in educational contexts. This analogy highlights the need of trust and collaboration in these interactions as essential components of genuine leadership, reinforcing the conclusions reached from the evaluations of the teachers. It highlights the role of the environment as a moderator, suggesting that a conducive workplace that promotes trust and collaboration may amplify the favorable influence of genuine leadership on employee productivity. This finding emphasizes the wider consequences for educational institutions, emphasizing the significance of the corporate culture and environment in magnifying the impacts of genuine leadership behaviors.

### 3.2. Assessment of the Teacher-Respondents the Way the Institution Cultivates Teacher Empowerment

#### 3.2.1. Creating a Sense of Community

Table 8 shows the assessment of the way that the institution cultivates teacher empowerment in terms of a sense of community. According to the descriptive statistics, the composite mean score was 3.08, with a standard deviation of 0.35. This implies that teachers agree that the institution recognizes and honors educators' achievements and contributions (M = 3.27), that the institution fosters collaboration and camaraderie among educators (M = 3.22), and that the institution encourages educators to share their ideas and experiences with their peers (M = 3.17). Furthermore, they agree that there are opportunities for teachers to participate in professional communities and networks (M = 3.06) and that the institution fosters an environment in which instructors can learn from one another (M = 3.06).

The evaluation of how the institution fosters teacher empowerment via the formation of a community provides useful insights into the perspectives of educators inside the educational institution. Indicator 8 had the highest mean score among the analyzed indicators, suggesting that instructors see the institution as acknowledging and valuing the achievements and efforts of educators. This suggests that institutions should persist in fostering a culture that values and acknowledges the diligent efforts of its educators. This may lead to a teaching staff that feels more empowered and a greater feeling of belonging.

**Table 8.** Assessment of the Way the Institution Cultivates Teacher Empowerment in terms of Creating a Sense of Community

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The institution actively promotes teachers' sense of community and collaboration.	3.03	0.59	Average	7
2. Within the institution, I feel connected to a supportive community of educators.	3.01	0.68	Average	8
3. The institution encourages educators to share their ideas and experiences with their peers.	3.17	0.63	Average	3
4. Teachers frequently collaborate on projects and initiatives within the institution.	2.98	0.76	Average	9
5. The institution cultivates a welcoming environment in which all teachers feel valued.	2.89	0.73	Average	10
6. I believe the institution encourages collaboration and camaraderie among educators.	3.22	0.57	Average	2
7. There are opportunities for teachers to participate in professional communities and networks.	3.06	0.74	Average	5.5
8. The institution recognizes and honors the accomplishments and contributions of educators.	3.27	0.58	Average	1
9. I believe the institution fosters an atmosphere in which instructors can learn from one another.	3.06	0.67	Average	5.5
10. Teachers are urged to engage in collaborative activities and professional development.	3.14	0.67	Average	4
<b>COMPOSITE MEAN</b>	<b>3.08</b>	<b>0.35</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

In contrast, the indicator with the lowest average score was Indicator 5, which relates to the institution's efforts to create an inclusive and appreciative atmosphere where all instructors feel appreciated. Although this score suggests that there is need for improvement in this area, it also provides a significant opportunity for educational institutions. The suggestion here is that institutions should give priority to projects and practices that encourage diversity and guarantee that no instructor experiences marginalization or underappreciation.

The results of this examination highlight the importance of fostering a cohesive community inside educational institution. Teacher empowerment relies on the crucial elements of collaboration, friendship, and chances for professional growth. Hence, schools have to contemplate tactics that promote and enable cooperation among educators, provide forums for exchanging ideas and experiences, and give opportunities for involvement in professional communities and networks.

The research undertaken by Reid, Hardee, Criswell, Elrod, Berryhill, and Rushton (2022) provides essential understanding of how teacher leaders may gain influence and promote a feeling of inclusion within their communities of practice. An important resemblance is in the focus on establishing a feeling of belonging and validity within a group. Both in the study, the presence of a supportive and inclusive atmosphere is essential for empowerment. It highlights various methods of empowerment, including the recognition of shared boundary objects, coordination of professional visions, exploration of provisional selves, and enlargement of professional networks. These mechanisms are in line with the notion that collaboration, camaraderie, and chances for professional growth are crucial in promoting teacher empowerment and fostering a sense of community within educational institutions.

Thus, educational institutions need to acknowledge the potential of teacher leaders and provide them with alternatives to participate in research and collaborative endeavors that

enhance their authority and influence. Furthermore, the research conducted by Reid et al. suggests that the validation, legitimacy, and feeling of belonging discussed should be expanded to include all educators within an institution, rather than only focusing on those in specialized programs. This will enhance the inclusivity and empowerment of the educational environment.

### 3.2.2. Beyond Literacy and Numeracy

The assessment of teacher empowerment in terms of beyond literacy and numeracy is shown in Table 9, with a composite mean score of 3.13 and a standard deviation of 0.35. The findings could imply that teachers agree that the institution emphasizes the importance of fostering perpetual learners ( $M = 3.26$ ), that teachers are encouraged to incorporate practical applications into their lessons ( $M = 3.22$ ), and that interdisciplinary approaches in the classroom are encouraged ( $M = 3.20$ ). Similarly, they also agree that teachers have the freedom to create engaging and relevant lessons ( $M = 3.19$ ) and that the curriculum is designed to encourage creativity and innovation ( $M = 3.15$ ).

The evaluation of how the institution promotes teacher empowerment in relation to "Beyond Literacy and Numeracy" provides valuable insights into the school's strategy for cultivating a well-rounded and all-encompassing education. Among the indicators, it is clear that Indicator 10 has the highest mean (3.26), highlighting the institution's emphasis on producing lifelong learners. Conversely, Indicator 2, which emphasizes the institution's emphasis on fostering critical thinking and problem-solving skills, has the lowest average score of 2.92.

It is for this reason that the institution should maintain its focus on highlighting and strengthening its dedication to cultivating individuals who are committed to continuous learning. This element corresponds to the notion that education should not be limited to a predetermined set of abilities, but rather should cultivate a perpetual passion for acquiring knowledge. Promoting continuous learning among educators might result in a dynamic and flexible educational

environment.

**Table 9.** Assessment of the Way the Institution Cultivates Teacher Empowerment in terms of Beyond Literacy and Numeracy

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Beyond fundamental literacy and numeracy, the institution places a heavy emphasis on a comprehensive education.	3.11	0.69	Average	7
2. I believe the institution places a premium on the growth of critical thinking and problem or resolve.	2.92	0.69	Average	10
3. Teachers are urged to integrate practical applications into their lessons.	3.22	0.56	Average	2
4. The curriculum is designed to foster creativity and innovation.	3.15	0.72	Average	5
5. I believe that the institution provides students with opportunities to investigate diverse subject areas.	3.01	0.82	Average	9
6. The incorporation of interdisciplinary approaches in the classroom is encouraged.	3.20	0.67	Average	3
7. The institution facilitates the integration of technology and digital literacy into the curriculum by educators.	<b>3.06</b>	<b>0.70</b>	<b>Average</b>	<b>8</b>
8. I believe the institution values experiential education and practical experience.	3.14	0.69	Average	6
9. I believe the institution values experiential education and practical experience.	3.19	0.58	Average	4
10. The institution stresses the significance of fostering perpetual learners.	3.26	0.62	Average	1
<b>COMPOSITE MEAN</b>	<b>3.13</b>	<b>0.35</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Furthermore, while Indicator 2 had the lowest average score, it highlights the need for the institution to reassess and improve its approaches in fostering critical thinking and problem-solving abilities among instructors. Hence, it would be advantageous to engage in professional development programs that especially focus on enhancing critical thinking and problem-solving abilities.

Overall, it is recommended that the school maintains its emphasis on fostering lifelong learners, while also enhancing its initiatives to foster critical thinking and problem-solving abilities among instructors. This well-rounded strategy may enhance a comprehensive and powerful teaching atmosphere.

Campbell, Gray, MacIntyre, and Stone (2020) offers useful insights that reinforce the existing research on the empowerment of teachers in areas beyond literacy and numeracy. Their study focused on evaluating the self-assurance of student teachers who are prepared for jobs in secondary school teaching in fulfilling their obligations to teach skills related to reading, numeracy, and health and wellness. Upon comparing the outcomes of this study with the existing research on teacher empowerment, it is evident that there are significant similarities. Both studies examine the proficiency of instructors in areas outside conventional courses such as reading and mathematics. The aforementioned results highlight the need of fostering lifelong learners, yet the research on student teachers' confidence indicates that many educators lack assurance in delivering numeracy experiences within their respective topic domains.

The finding strengthens the notion that teacher empowerment should involve not just ongoing education but also self-assurance in providing a thorough education that incorporates health and welfare, numeracy, and other unconventional disciplines. Furthermore, it emphasizes the need for comprehensive teacher training programs that not only emphasize expertise in certain subjects, but also provide educators with the abilities and self-assurance to successfully teach in other areas.

### 3.2.3. Ensuring Teachers' Social and Gender Sensitivity

The findings of an analysis of teacher empowerment in relation to ensuring teachers' social and gender sensitivity are presented in Table 10. Based on the tabulated data, it generated a composite mean score of 3.05 and a standard deviation of 0.32. This shows that teachers agree that the institution values educators' roles in advancing social justice ( $M = 3.27$ ), that the institution emphasizes the importance of creating inclusive and secure learning environments ( $M = 3.22$ ), and that the institution encourages instructors to create diverse and inclusive classrooms ( $M = 3.18$ ). Furthermore, they all agree that teachers are encouraged to address prejudices and stereotypes in their classrooms ( $M = 3.07$ ) and that the institution promotes respect for people of different backgrounds and perspectives ( $M = 3.06$ ).

The evaluation of how the institution fosters teacher empowerment in terms of assuring teachers' social and gender sensitivity provides useful insights into the institution's endeavors to promote inclusion and awareness among educators. Indicator 7 had the highest mean score among the analyzed factors, suggesting that the institution places considerable emphasis on the need of establishing inclusive and safe learning environments. This outcome indicates that the institution places a high value on creating secure and inclusive environments that foster the academic and personal growth of students from various backgrounds.

In contrast, Indicator 3 had the lowest average score, suggesting that instructors get comparatively little guidance and resources for tackling social and gender norms. Although the score is somewhat lower in this particular element, it emphasizes an area where the school has the potential to improve its efforts in empowering teachers. Enhancing the training and resources available to teachers about social and gender norms might foster a more knowledgeable and empathetic community of educators.

**Table 10.** Assessment of the Way the Institution Cultivates Teacher Empowerment in terms of Ensuring Teachers' Social and Gender Sensitivity

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The institution values fostering teachers' social and gender consciousness.	3.01	0.58	Average	7
2. I believe the institution encourages instructors to construct diverse and inclusive classrooms.	3.18	0.58	Average	3
3. Teachers receive instruction and materials on addressing social and gender norms.	2.80	0.81	Average	10
4. The institution assists educators in nurturing empathy and comprehension in their students.	3.05	0.61	Average	6
5. I believe that the institution promotes respect for diverse backgrounds and perspectives.	3.06	0.63	Average	5
11. Teachers are encouraged to address prejudices and stereotypes in their classrooms.	3.07	0.73	Average	4
12. The institution stresses the significance of creating inclusive and secure learning environments.	3.22	0.60	Average	2
13. Teachers have access to resources that promote social and gender awareness.	2.94	0.71	Average	8
14. I believe the institution appreciates the role of educators in advancing social justice.	3.27	0.58	Average	1
15. The institution solicits instructors' input on social and gender-related issues.	2.91	0.77	Average	9
<b>COMPOSITE MEAN</b>	<b>3.05</b>	<b>0.32</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

The institution's laudable focus on fostering inclusive and safe learning environments should be further encouraged. Furthermore, the institution has the chance to provide additional resources towards equipping instructors with the essential training and tools to proficiently tackle social and gender norms inside their classrooms. By addressing this deficiency, the institution may enhance the abilities of its instructors to cultivate empathy, understanding, and social justice, while also encouraging respect for other backgrounds and opinions. By doing this, the institution may actively contribute to fostering a more inclusive and socially aware educational environment.

Shih and Wang (2022) focuses on integrating gender concerns into the overall curriculum of Taiwanese colleges. This study offers unique perspectives that may contribute to the existing knowledge on promoting instructors' awareness and understanding of social and gender problems. As it emphasizes the significance of including gender-focused courses into the overall curriculum in order to advance gender equality and establish equitable and secure university campuses. This is consistent with the variables evaluated in the present results, including those pertaining to promoting social and gender awareness and confronting biases and stereotypes in educational settings. These suggestions align with the objectives of the institution evaluated in the present research, which seek to foster awareness of social and gender issues among educators.

By adopting the suggestions outlined in the Taiwanese research, the school may strengthen its efforts to empower teachers and provide a more inclusive educational setting. By integrating the findings, the institution may strengthen its dedication to promoting social and gender awareness among both instructors and students. This emphasizes the significance of reciprocal regard, fairness, and parity between genders in the educational environment.

### 3.2.4. Ensuring Teacher Independence and Curriculum Flexibility

The results of an analysis of authentic leadership in terms of ensuring teacher independence and curriculum flexibility are presented in Table 11. The results of the tabulation showed that the overall mean score was 3.08, and the standard deviation was 0.34. This demonstrates that teachers agree that they are encouraged to experiment with different instructional methods ( $M = 3.37$ ), that instructors should be trusted with curriculum-related decisions ( $M = 3.25$ ), and that they have the authority to make curriculum changes as needed ( $M = 3.21$ ). Likewise, they agree that they are free to try out new and creative instructional techniques ( $M = 3.16$ ) and that the institution values teacher input in curriculum development ( $M = 3.13$ ).

The evaluation of the institution's strategy for fostering teacher empowerment, specifically in terms of guaranteeing teacher autonomy and curriculum adaptability, uncovers noteworthy discoveries that may have a substantial influence on the educational setting. The indicator with the highest mean score in the evaluation, indicating a significant consensus among respondents, was Indicator 3: "Teachers are motivated to explore different instructional approaches." This implies that educators at the establishment are actively incentivized to investigate and broaden their teaching methods. The focus on creativity and experimentation may result in more captivating and efficient teaching approaches.

Conversely, the indicator with the lowest average score was Indicator 1: "The institution allows instructors the freedom to adapt the curriculum to meet the needs of the students." Although the score is rather high, it suggests that there is potential for enhancing instructors' autonomy in customizing the curriculum to meet the individual requirements of their pupils. The school should maintain a culture that encourages creativity and experimentation among its teaching staff, as shown by the high average score for Indicator 3. Promoting educators to investigate diverse teaching approaches may

enhance the dynamism and learner-centricity of classrooms. Granting educators, the autonomy to modify the curriculum

to accommodate the distinct needs of students may lead to more individualized and efficient learning experiences.

**Table 11.** Assessment of the Way the Institution Cultivates Teacher Empowerment in terms of Ensuring Teacher Independence and Curriculum Flexibility

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The institution affords instructors the flexibility to modify the curriculum to the requirements of the students.	2.86	0.87	Average	9.5
2. I believe that instructors have a great deal of discretion in selecting instructional methods.	3.02	0.76	Average	6
3. Teachers are encouraged to experiment with various instructional methods.	3.37	0.57	Average	1
4. The institution assists instructors in adapting courses to the unique learning methods of individual students.	3.86	0.78	Average	9.5
5. I believe instructors should be entrusted with curriculum-related decisions.	3.25	0.58	Average	2
6. Teachers are allowed to experiment with innovative and inventive instructional techniques.	3.16	0.59	Average	4
7. The institution values teacher input in curriculum development.	3.13	0.67	Average	5
8. I believe that instructors have the authority to make curriculum modifications as necessary.	3.21	0.63	Average	3
9. Teachers have access to a variety of flexible curriculum-enhancing resources.	2.92	0.79	Average	8
10. In curriculum-related matters, the institution promotes a culture of trust and autonomy.	3.01	0.72	Average	7
<b>COMPOSITE MEAN</b>	<b>3.08</b>	<b>0.34</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Alemdar and Aytaç (2022) offers useful insights into the correlation between teachers' educational philosophy inclinations and their level of autonomy in curricular decision-making. This result is consistent with the existing research on promoting teacher autonomy and curricular adaptability. The study's results indicate that progressive educational philosophy is the prevailing inclination among instructors, while essentialist educational philosophy is less widely accepted. This discovery aligns with the notion that educators who embrace a progressive attitude are more likely to support the concept of adaptable curriculum and inventive instructional approaches.

The research also demonstrates that teachers, as a whole, demonstrate a significant degree of procedural autonomy, followed by autonomy in professional growth, assessment autonomy, and autonomy in planning. This discovery highlights the need of giving instructors the authority to make choices about different parts of curriculum design and execution.

The modest associations between teachers' educational philosophy inclinations and their curricular autonomy indicate that teachers' philosophical ideas may have an impact on their degrees of autonomy. Progressive educational philosophy inclinations strongly predict both procedural autonomy and professional development autonomy. This finding suggests that certain philosophical orientations may have a diminished impact on teachers' autonomy in making choices related to the curriculum. When implementing curricular autonomy initiatives, educational institutions should take into account the educational philosophy inclinations of instructors. Identifying and fostering progressive inclinations among teachers may be a successful approach to increasing their independence, especially in topics related to procedures and professional growth. Nevertheless, it is crucial to recognize that educators with varying philosophical perspectives may nevertheless gain

advantages from having the chance to exert independence in making choices relating to the curriculum.

Ultimately, the research highlights the importance of teachers' educational philosophy inclinations in influencing their level of curricular independence. Institutions and governments may use this understanding to create specific techniques that enable teachers to have more autonomy and adaptability in developing and implementing curriculum, while considering their varied philosophical viewpoints. This method has the potential to enhance the dynamism and responsiveness of the educational system.

### 3.2.5. Fostering a "Universe of Care" at All Levels of the System

Table 12 displays the results of the evaluation of the way the institution cultivates teacher empowerment based on fostering a "universe of care" at all levels of the system. A standard deviation of 0.44 and a composite mean score of 3.01 were the results. This indicates that teachers have a moderate belief that they are part of a compassionate and supportive educational community (M = 3.33), that they have access to resources that promote a balance between work and personal life (M = 3.10), and that the institution prioritizes the well-being and welfare of teachers (M = 3.05). Similarly, they believe the institution values teachers' physical and psychological well-being (M = 3.01), and that when faced with challenges, teachers are encouraged to seek support and assistance (M = 3.01).

It is clear that instructors place great importance on the feeling of community and support inside their educational institution. This is obvious from the highest average score connected with Indicator 8. This favorable perspective indicates that teachers see themselves as integral members of an educational community that exhibits compassion and support, which is vital for their overall state of well-being and sense of empowerment. Nevertheless, there are certain areas that want attention and improvement. Indicator 4 had the

lowest average, suggesting that the institution offers work-life balance tools. instructors just a restricted amount of stress management and

**Table 12.** Assessment of the Way the Institution Cultivates Teacher Empowerment in terms of Fostering a "Universe of Care" at All Levels of the System

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The institution prioritizes the well-being and welfare of teachers.	3.05	0.75	Average	3
2. I believe the institution values the physical and psychological well-being of teachers.	3.01	0.69	Average	4.5
3. When confronting obstacles, teachers are encouraged to seek support and assistance.	3.01	0.70	Average	4.5
4. The institution provides stress management and work-life balance resources.	2.81	0.80	Average	10
5. I believe the institution fosters a culture of compassion and empathy.	2.87	0.83	Average	8.5
6. Teachers are cognizant of available wellness and support services.	2.93	0.76	Average	7
7. The institution values frank dialogue and communication regarding teacher well-being.	2.95	0.74	Average	6
8. I believe that instructors are a part of an educational community that is compassionate and supportive.	3.33	0.52	Average	1
9. Teachers have access to resources that promote a balance between work and personal life.	3.10	0.74	Average	2
10. The institution actively addresses teacher tension and exhaustion issues.	2.87	0.78	Average	8.5
<b>COMPOSITE MEAN</b>	<b>3.01</b>	<b>0.44</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Furthermore, it is crucial to strengthen the favorable view of Indicator 7, which signifies that the institution highly regards transparent and sincere communication about the well-being of teachers. Promoting transparent communication channels may facilitate the successful resolution of teachers' issues. It is also crucial to prioritize the promotion of a culture characterized by compassion and understanding, as shown in Indicator 5.

Sidle (2019) offers significant reinforcement for the current results that underscore the need of fostering a "Universe of Care" throughout all tiers of the educational system. Sidle's investigation into life skills programs and the notion of agency aligns with the ideal of fostering a loving and supportive atmosphere for both educators and learners. Both the Agency framework and the present research emphasize the significance of learning that is focused on developing specific abilities. The Agency framework posits that the acquisition of skills plays a crucial role in fostering the development of Agency. This is consistent with the notion that instructors should be provided with tools and chances for

professional growth, as shown in the present research. Implementing skills-based learning for instructors may augment their feeling of empowerment, eventually resulting in advantages for students.

By integrating the notions of Agency and a "Universe of Care," there may be a promotion of more comprehensive and interconnected methodologies in the field of education. Educational institutions should assess how their inclusive settings accommodate the varied requirements of both educators and learners, especially those belonging to excluded groups. Institutions have the ability to provide priority to learning that focuses on developing specific abilities for both instructors and students. Research and evaluation endeavors might further assist institutions in enhancing tactics to foster well-being and empowerment within the educational system. This strategy not only enhances the empowerment and well-being of teachers, but also fosters an atmosphere in which kids flourish and cultivate crucial life skills and agency.

**Table 13.** Relationship between Institution's Authentic Leadership and Cultivating Teacher Empowerment

Correlation Matrix		Self-Awareness	Relational Transparency	Balanced Processing	Strong Moral Code
Creating a Sensation of Community	Coefficient	0.46	0.46	0.45	0.46
	p-value	< .001	< .001	< .001	< .001
Beyond Literacy and Numeracy	Coefficient	0.43	0.51	0.46	< .0010.52
	p-value	< .001	< .001	< .001	< .001
Ensuring Teachers' Social and Gender Sensitivity	Coefficient	0.54	0.55	0.49	0.42
	p-value	< .001	< .001	< .001	< .001
Ensuring Teacher Independence and Curriculum Flexibility	Coefficient	0.38	0.52	0.35	0.39
	p-value	< .001	< .001	< .001	< .001
Fostering a "Universe of Care" at All Levels of the System	Coefficient	0.47	0.48	0.44	< .001 0.34
	p-value	< .001	< .001	< .001	< .001

**Table 14.** Struggles of Teacher-Respondents in Terms of an Institution's Authentic Leadership and Its Way of Empowering them

<b>Limited Autonomy</b>	<i>“An obstacle I face is the lack of independence in making decisions inside the classroom. Although I acknowledge the need of adhering to the curriculum rules, I sometimes think that making specific modifications or using new teaching approaches might significantly enhance the learning experience for my pupils. Nevertheless, there is a prevailing belief that we must precisely conform to the established standards, which may be exasperating. It is difficult to really involve my kids when I feel limited in my approach.”</i>
	<i>“In a recent unit, I aimed to use a project-based learning methodology to facilitate my students' understanding of an intricate idea. I had the belief that it would enhance the material's level of engagement and foster a greater depth of comprehension. Nevertheless, the curricular standards showed a preference for a conventional lecture-style structure. Despite my belief in the effectiveness of the project-based strategy, I had less leeway to diverge from this approach. I found it exasperating because I believed that I had the most accurate understanding of my pupils' requirements, but I was compelled to adhere to a less efficient instructional approach.”</i>
<b>Limited Inclusivity</b>	<i>“An obstacle I often face is the lack of emphasis placed on diversity and inclusiveness by the institution's leadership. Under such circumstances, it becomes difficult to provide a fair and inclusive learning environment, particularly in classes that have a wide range of students. It is essential to acknowledge and cater to diverse origins, opinions, and requirements. Neglecting this aspect might result in the marginalization of some individuals and the creation of uneven possibilities for students.”</i>
<b>Limited Recognition</b>	<i>“A significant challenge I have is the sensation of being underestimated and not receiving enough recognition for my efforts. Insufficient acknowledgment from the institution's genuine leadership for our teaching efforts may be demoralizing and discouraging. Given the substantial amount of time and effort we invest in educating our students and supporting the institution's objectives, it is imperative that we get credit.”</i>
	<i>“In the previous year, I was involved in a project with the objective of enhancing student participation and achievements in a certain academic discipline. I allocated more time, engaged in collaborative efforts with colleagues, and actively participated in training sessions to augment my teaching methodologies. Nevertheless, despite the project's success, the institution's administration failed to recognize the professors who made a substantial contribution. We saw a lack of recognition for our efforts.”</i>
<b>Limited Efforts to Minimize Bureaucracy</b>	<i>“An important obstacle we face is the overwhelming bureaucracy and administrative burden associated with it. Frequently, there is a substantial amount of documentation, reporting, and compliance obligations that may be very time-consuming. It seems like a significant portion of our time is devoted to administrative duties rather than directly instructing and interacting with students.”</i>
	<i>“The bureaucratic hurdles significantly hinder our capacity to educate with effectiveness. When we are overwhelmed with paperwork and administrative duties, it diminishes the amount of time and energy available to dedicate to our students' needs and provide high-quality education. It is exasperating since we pursued this occupation with the intention of instructing, not to acquire expertise in administration.”</i>
<b>Limited Support for Life-work Balance</b>	<i>“Undoubtedly, a significant challenge I have faced is the absence of regard for maintaining a healthy equilibrium between work and personal life inside the organization. The profession of teaching may impose significant emotional and mental strain, making it imperative to allocate time for rejuvenation and establish a harmonious equilibrium between professional and personal spheres.”</i>
	<i>“The hard workload and high expectations imposed on teachers are significant factors contributing to the issue. Frequently, we are required to handle a substantial teaching workload, evaluate student work, and attend to administrative responsibilities, which leaves little time for personal endeavors. Furthermore, the institution lacks enough resources or programs to assist us in coping with stress and achieving a harmonious work-life equilibrium.”</i>
<b>Limited Professional Development Opportunities</b>	<i>“An issue I have faced is the lack of professional growth possibilities. Although the school highlights the need of ongoing development and education, the available chances for these pursuits are restricted. As a result, instructors have a sense of stagnation in their professional growth and are unable to engage with innovative teaching approaches or stay updated with current educational trends.”</i>
	<i>“It has been extremely arduous. Lacking access to pertinent and continuous professional development poses difficulties in keeping abreast of current teaching methodologies, technology, and pedagogical progressions. Consequently, I sometimes get a sense of being trapped in a teaching regimen that may not be as efficient as it has the potential to be. Our motivation and excitement for teaching are also impacted when we lack prospects for personal development.”</i>

The correlation matrix summarizes the measurement of the relationship between the assessment of an institution's authentic leadership and cultivating teacher empowerment by a sample of teachers. The Pearson correlation analysis showed p-values of less than  $<.001$ , which is less than the 0.05 level of significance for all domains. This means that the null hypothesis will be rejected and there is a significant relationship between the variables. Specifically, the assessment of an institution's authentic leadership, which includes self-awareness, relational transparency, balanced processing, and a strong moral code, is correlated with the

assessment of cultivating teacher empowerment based on creating a sense of community, moving beyond literacy and numeracy, ensuring teacher sensitivity to social and gender norms, ensuring teacher autonomy and flexibility with the curriculum, and fostering a “universe of care” at all system levels, with correlation coefficients that range from 0.34 to 0.57 (weak to moderate relationship). The correlation coefficients are positive, indicating that as the assessment of an institution's authentic leadership increases, the assessment of cultivating teacher empowerment will also increase, and vice versa.

The significant beneficial connections between genuine leadership and other aspects of teacher empowerment are particularly notable. Self-awareness, relational transparency, balanced processing, and a strong moral code are essential elements of genuine leadership. These findings indicate that educational leaders who have these characteristics are more inclined to enhance teacher empowerment. Leadership training programs should prioritize the cultivation of self-awareness, transparency, ethical decision-making, and a robust moral framework. In addition, institutions should actively foster a sense of community, encourage creativity in curriculum creation, promote social and gender awareness, provide teacher autonomy, establish solid support structures, and cultivate a caring atmosphere at all levels. Adopting this comprehensive method of leadership and institutional culture may greatly strengthen the empowerment of teachers, eventually leading to higher educational results and a more supportive and caring learning environment.

Table 14 offers useful insights on the challenges faced by teachers who responded, including an institution's genuine leadership and its methods of empowering people. Educators express their dissatisfaction with the limitations imposed on their independence inside the educational setting. The absence of adaptability not only diminishes their excitement for instructing but also impedes the whole educational experience for pupils. In order to tackle this difficulty, institutions should provide avenues for open dialogues and professional growth that promote innovative teaching methods, eventually cultivating a cooperative and reliable rapport between educators and administration.

Lack of inclusion is a major challenge since the institution does not prioritize diversity and inclusivity in its leadership style. This exclusion presents difficulties in establishing equitable and all-encompassing educational settings, especially in classes that consist of students from various backgrounds. Teachers emphasize the need of clear and direct assistance from the management of the institution to assist them in delivering an inclusive educational environment. This encompasses essential resources and training to proficiently cater to the varied backgrounds and requirements of their pupils.

Teachers also lament the little recognition they get, feeling devalued and under-recognized despite their unwavering devotion and diligent efforts. The absence of recognition from the organization's authentic leadership might result in decreased motivation and a decrease in work contentment. The professors stress the need of regular acknowledgment, not just via official methods but also through casual gestures, such as recognizing their accomplishments at team events. Furthermore, including teachers into decision-making procedures and providing them with chances for professional growth may enhance the expression of gratitude and recognition for their efforts.

Further, educators have difficulties in achieving a satisfactory equilibrium between their professional and personal lives as a result of the arduous workload and lofty expectations. This disparity often results in fatigue, which then impacts their efficacy in the classroom. In order to tackle this problem, institutions should give priority to achieving a healthy equilibrium between work and personal life.

Meanwhile, educators also express a dearth of chances to enhance their professional skills and knowledge, resulting in a lack of progress in their careers and a perception of ineffectiveness in the classroom. In order to surmount this

obstacle, schools must to broaden the scope of professional development programs that are accessible to instructors. These programs should include a diverse range of subjects and mediums, such as workshops, symposiums, web-based classes, and cooperative learning with peers. Furthermore, it is essential for the institution's leadership to actively endorse and promote teachers' engagement in these possibilities, perhaps providing financial assistance and allocated time for professional development.

It is crucial to consider these consequences in order to foster teacher autonomy and improve the overall standard of education. Institutions that give priority to these areas are more inclined to have motivated, engaged, and proficient instructors who can more effectively cater to the different needs of their students and provide a more inclusive and fair learning environment.

## 4. Conclusion

Teacher-respondents consider their institution's genuine leadership to possess moderate degrees of self-awareness, relational transparency, balanced processing, and a strong moral code. This indicates the need of implementing leadership development programs to augment these attributes among educational administrators.

Teacher-respondents see that there is potential for improvement in areas concerning the enrichment of the curriculum and the autonomy of teachers. Focusing on these areas has the potential to empower teachers and improve students' learning experiences.

The significant correlation between genuine leadership and teacher empowerment highlights the need of cultivating authentic leadership attributes among school administrators in order to provide a nurturing and empowering educational environment.

Teacher-respondents have difficulties associated with restricted independence, inclusiveness, acknowledgment, bureaucratic barriers, maintaining a balance between work and personal life, and professional growth. Identifying and resolving these challenges might result in enhanced teacher contentment and efficacy within the organization.

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