



## FROM EMPOWERMENT TO EXCELLENCE: UNVEILING THE PERFORMANCE OF SECONDARY SCHOOL TEACHERS

<sup>1</sup> *Leena Aslam*

*M. Phil Education Scholar, National College of Business Administration and Economics, Lahore. Email: leenaaslam0@gmail.com*

<sup>2</sup> *Dr. Muhammad Naveed Jabbar*

*Associate Professor/HOD Education National College of Business Administration and Economics, Lahore. Email: drnaveedjabbar@ncbae.edu.pk*

### ABSTRACT

Job performance measures how well an employee fulfills their responsibilities and meets the expectations of their role. Moreover, Teachers' empowerment tackles the systemic obstacles and equipping them with the resources and encouragement needed to achieve the fullest potential. It also includes advocating for leadership positions, motivating their involvement in decision-making processes, and cultivating a supportive and inclusive atmosphere that acknowledges and appreciates the contributions. The major objective of this research was to identify the performance of teaching faculty through empowerment. For this research secondary school teachers from Hafizabad were considered as population while simple random sampling technique was administered to select 283 participants as sample. While, structured questionnaire was used to collect primary data through survey method. The findings indicated a significant relationship between teachers' empowerment which in turn positively influenced the job performance of secondary school teachers. Additionally, teachers' empowerment had significant effect on job performance. Significantly, this research will transform the present stance by introducing innovative understanding and originations which enhance the unveiling empower to teaching faculty and definitive background to new benchmark for educational setting. This research is expected to develop employees' working styles, leadership skills, and upcoming job performance.

**Key Words:** Teachers' Empowerment; Job Performance; Teaching Faculty

### INTRODUCTION

Employee performance is assessed by evaluating their alignment with the organization's actual needs and is viewed as their achievements or optimal output after completing various professional tasks. The tasks can be performed according to the standards that outline the organization's vision and mission. The organization's goals, rooted in its mission and vision, are fulfilled either directly or indirectly—when they are effectively achieved (Ardakani, 2012; But et al., 2024). Job performance reflects an individual's capacity to work effectively while pursuing their objectives, recognizing, and meeting the standards set by the organization. In the current context, job performance refers to a teacher's ability to fulfill their job responsibilities and adhere to the standards set by educational institutions (Batool et al., 2024). The concept of job performance has consistently been a focal point in research concerning worker comfort, offering a generally passive experience characterized by low to moderate activation (Granziera & Perera, 2019). Poor job performance can include missing deadlines, making mistakes, being unproductive, or not meeting expectations. Considering these benefits, organizations will develop and execute program tailored for their employees to boost their engagement in the workplace (Khan et al., 2025; Puspitasari & Darwin, 2021). Job performance measures how well an employee fulfills their responsibilities and meets the expectations of their role. It is usually evaluated through factors such as yield, the excellence



of work produced, timeliness, and observance to policies and standards. Good job performance is usually viewed as fulfilling or surpassing expectations, aiding in the accomplishment of organizational objectives, and showcasing the skills and competencies pertinent to the role (Rehman et al., 2024; Yadav & Kumar, 2019).

Teachers' empowerment means tackling systemic obstacles and equipping them with the resources and encouragement needed to achieve their fullest potential. Empowerment means promoting the sharing of information through both formal and informal avenues, motivating employees to engage in decision-making, and enhancing their self-assurance. This leads to positive work environments that boost employee satisfaction, improve job performance, and increase overall productivity (Gonzalez-de la Torre et al., 2019). Additionally, everyone has the same access to education, healthcare, economic resources, and job opportunities. It also includes advocating for leadership positions, motivating their involvement in decision-making processes, and cultivating a supportive and inclusive atmosphere that acknowledges and appreciates the contributions (Jabbar & Hussin, 2018). In a more specific sense, teacher empowerment refers to teachers collaborating and taking charge of their own learning and problem-solving abilities. Teachers and other employees share certain similarities in the way they are empowered. Research indicated that work autonomy holds greater significance in schools compared to federal, state, and local employees (Jaysawal & Saha, 2023). Teachers' empowerment embodies a style where leaders demonstrate genuine and transparent behavior. It highlights the importance of self-awareness, openness, and alignment among values, actions, and words. Therefore, teachers' empowerment is to motivate and engage them in decision-making activities for the enhancement of their self-assurance. It leads to a positive work environment and boost employees' performance (Cayaban, et al., 2022).

### **Objectives of the Study**

1. To identify the existing level of the teachers about empowerment and their performance.
2. To find out the relationship between teachers' empowerment and job performance of secondary school teachers.
3. To identify the effect of teachers' empowerment on job performance of secondary school teachers.

### **LITERATURE REVIEW**

This chapter provides enrich literature regarding job performance and the various factors that impact on it. This chapter provides a comprehensive definition of teachers' empowerment and explores its various dimensions in depth. It conducted a comprehensive analysis of the factors at play to ensure a complete grasp of work performance. This includes definitions, relevant literature, and hypotheses that establish the basis for the current research framework. Empirical research has been presented to establish the connection between teachers' empowerment and job performance.

#### **Job Performance**

The performance is considered a well-managed work setting under setting standards. Work performance, often referred to as "performance," encompasses both the quantity and quality of work that an employee delivers in their role. Research indicates that performance refers to the overall results or level of achievement of an individual over a specific timeframe while completing tasks in relation to various possibilities, including work standards, predetermined criteria, or agreed-upon goals (Al-Mehrzi & Singh, 2016).



Schools primarily focus on learning and teaching. They are essential to society, fostering the growth of young individuals. School administrators assist and empower teachers in their efforts to reach this primary objective. Job performance reflects how effectively a person carries out a specific task or role. The level of energy a worker puts into their assigned task reflects their behavior. Encourage employees to invest more effort in shaping appropriate behavior and determining overall job effectiveness (Nawaz et al., 2024).

Educators suggest that performance can be viewed as the actions or inactions of workers. Performance management encompasses all actions taken to enhance the overall performance of a business or organization, along with the performance of individual employees and work groups (Yang et al., 2016). The performance of teachers is a crucial factor in the success of an educational institution. Educators are essential to every institution, and their contributions are vital for reaching any institution's objectives (Zafar et al., 2024).

### **Theory of Job Performance**

Performance of the employees reveals around the values of an organization based on specific instances of behavior exhibited by an individual at a given moment. In 1993, Boorman and Motowidlo introduced their theory of job performance. This definition includes a significant concept: performance relates to behavior. It is a specific attribute that is aggregated from various discrete behaviors that occur over time. Performance represents the intended value of a behavior to the organization, highlighting another important concept. Differentiation is shaped by the extent to which each group of behaviors is expected to either foster or hinder the organization's success (Borman & Motowidlo 1997).

Furthermore, Borman and Motowidlo (1997) differentiated between these types of performance without taking into account the research and practice related to employee selection, thereby overlooking a crucial aspect of organizational effectiveness. To clarify the distinction between these two areas of performance, they suggested that elements of the performance domain, which are generally more transparent and guided by selection research and practices, correspond to tasks commonly found in official job descriptions. They pointed it as a task performance and mentioned that it can be termed as anyone from two different forms. One involves actions that transform instruction directly (Bhatia & Mohsin 2023).

Researchers have described several roles that fall into various categories for instance to deliver instructions in classroom or school. However, these tasks can have a negative projected value if not performed properly, as they can hinder to enhance quality of services. So, task performance refers to the behavioral incidents which highlight effective and ineffective task activities and the varying organizational value they are intended to provide (Pathardikar et al., 2023). They argued that the aspect of the performance domain often neglected by selection research holds organizational significance too, but for reasons different from those that explain the organizational value of task performance. Within the context of employment, individuals can make contributions in numerous ways (Yadav & Kumar, 2019).

One approach is to encourage other employees within the organization to take actions that are beneficial to the organization as a whole. For example, when someone's actions contribute to others' well-being, alleviate tensions and conflicts, and foster trust among individuals. The impact on the mental context of work will lead to positive outcomes for organizational goals. This holds true as long as others are inspired to act in a similar manner by observing behaviors that show exceptional commitment to the organizational task (Shah et al., 2020).

The effect on interpersonal interactions and work motivation extend from the individual to the



group level, as group characteristics such as cohesion, collaboration, and self-esteem influence individual behaviors within the group, which ultimately impacts group performance. They establish norms, philosophies, and environments within the organization, which can then impact the performance of individuals at all levels (Din, & Nawaz, 2025).

### **Teachers' Empowerment**

In a society where men hold the majority of power, face significant pressure and coercion, leaving them with little freedom to make their own choices. The empowerment of employees relies on various factors, such as access to economic opportunities, social and cultural dynamics, poverty rates, and the ability to achieve economic independence. The research findings showed a significant link between factors that empower individuals and the improvement of participation in society (Bushra & Wajiha, 2015).

Additionally, our interpretation diverges from the concept of professional empowerment, which has been discussed in the UK regarding the political context beyond teaching and the conditions faced by educators (Hassan et al., 2019). Supporting educators is a prevalent focus across various organizations, including those in business, industry, and service sectors. Nowadays, school groups and students show a keen interest in amps. Numerous public and academic organizations, along with political and educational communities, have advocated for increased authority for school staff and a reorganization of public schools (Naz & Ashraf, 2020).

Empowerment involves providing individuals with the opportunity to make their own preferences, take responsibility, and actively participate in decision-making processes at work. Staff members who generate and execute innovative ideas should have the opportunity to enhance students' learning experiences by participating in the decision-making process. School-level staff have not consistently participated in significant decisions such as hiring and assigning personnel, developing lessons, managing budgets, and scheduling teaching time. Empowering students and teachers/administrators is an essential aspect of reorganizing schools (Naich et al., 2023).

According to Short (1994; 1999) the six interconnected dimensions of teacher empowerment include self-efficacy, teacher influence, teacher status, autonomy, and professional development opportunities. He reiterates that each person within these dimensions holds a distinct importance in their own right. Moreover, several key aspects of teacher empowerment: autonomy, self-efficacy, collegiality and collaboration, professional knowledge, and the status of teachers within the classroom. In their view, teachers need to gain insights that extend beyond just content knowledge and teaching methods to engage meaningfully in the process of school restructuring. Certainly, the professional knowledge of educators should provide a solid basis for the educational process and philosophical principles of change model that their schools implement (Mumtaz et al., 2025; Jabbar et al., 2018).

Empowerment involves providing individuals with the opportunity to make their own preferences, take responsibility, and actively taking part in decision-making processes at work. Granting someone authority involves allowing them to influence the direction and development of the business (Srivastava, 2014). Staff members who generate and execute innovative ideas can enhance students' learning opportunities by participating in the decision-making process. School-level staff have not consistently participated in key decisions such as hiring and assigning personnel, developing lessons, managing budgets, and scheduling



teaching time. Thus, teachers are essential to the process of reorganizing schools (Kapoor, 2014).

Education allows us to acquire knowledge and skills, as well as values, habits, beliefs, and attitudes; it also opens doors to endless learning opportunities (Yousuf, 2019). People come together to promote the progress of society through education. The education plays a critical role in increasing income levels by positively influencing their self-esteem, independence, and self-reliance. Most prominently, it empowers employees to break free from gender norms (Asghar, 2018).

### **Theory of Empowerment**

Spanbauer's theory is considered as best theory of empowerment. A quality system for education is one of his renowned books which was published in 1992. At its time this book constructed a revolution in education field. Which suggested that leadership must focused on the development of the employees and makes them empower in their specific areas and fields. He considered the employees as assistant leader at their workplace and it is necessary to share all the managerial ideas with them because they are responsible to practically implement these policies in the field. Moreover, it is necessary to provide them healthy working environment through empowerment (Sallis, 2012).

Moreover, America started a movement at massive level to well manage the organizations well skillful experienced human resources in 20<sup>th</sup> century (Chant et al., 2009; Melhem, 2006). Spanbauer (1992) explains in his model one of leadership style for empowerment. In this model it was posited that the organizational development purely based on the performance of teachers. Therefore, it is necessary to empower the employees after providing the complete professional skills. It also suggested that the teachers must participate in various activities to solve the problem while performing specific tasks.

### **METHODOLOGY**

This study was quantitative based on correlational research design. This research used a numerical data approach to analyze the relationship between variables. Such a design is considered most suitable for identifying relationships among variables and addressing specific research problems and questions (Creswell et al., 2014; Peter Kokol et al., 2012).

The teachers from public secondary schools in Hafizabad were the population of this research and 283 respondents were selected by administering simple random sampling technique.

Whereas, 5-points Likert scale from (1) strongly disagree to (5) strongly agree was administered for the questionnaire (Vagias & wade, 2006). A structured questionnaire was used for this study. Meanwhile, teachers' empowerment questionnaire was used from Short and Rinehart (1992), and job performance questionnaire was used from Goodman and Svyantak (1999). Reliability is the consistency that produces the same results when used repeatedly under similar conditions. It reflects the stability and dependability of the measurement tool over time (Gray, 2014). In other words, when an instrument is administered multiple times under comparable circumstances, the outcomes should remain consistent. Creswell (2014) also emphasized that reliability represents the consistency of measurements within a series of observations. In this study, Cronbach's Alpha value was  $> 0.7$ , which is considered an acceptable threshold for internal consistency (Cronbach, 1951). Validity refers how accurately a questionnaire or instrument measures what it is designed to measure (Creswell, 2014). According to Gray (2014), both face validity and content validity are essential for ensuring that a research tool is effective. So, the help was taken from the senior colleagues, supervisor,



and experts in relevant fields to finalize this instrument.

A data was collected by questionnaire while administered survey method. According to Creswell (2014) the survey method was extremely elastic and permitted a researcher to conduct a study by ordering research questions. He also investigated that the survey research technique can be comprehensive simply to assure the respondents' secrecy. The survey method is an adequate process for getting the state of mind of respondents about specific matters. It has the advantage of simplification to possess the conditions in mind that the sampling technique for the study must be correct. To analyze the collected data descriptive (M, SD) and inferential statistics; Pearson Correlation was applied to evaluate the relationship of study variables and Multiple Regression Analysis) was administered to examine the effect of independent variable (teachers' empowerment) on dependent variable (teachers' job performance) by administered SPSS-25.

### DATA ANALYSIS

Table 1: *Descriptive Analysis about the Variables of Study*

<i>Statements</i>	<i>M</i>	<i>SD</i>
Decision-Making	3.48	.99
Professional Growth	3.59	.97
Status	3.34	1.01
Self-Efficacy	3.49	.98
Autonomy	3.68	.95
Impact	3.12	1.03
<b><i>Teachers' Empowerment</i></b>	<b>3.45</b>	<b>.98</b>
Contextual Performance	3.10	.97
Task Performance	3.58	.93
<b><i>Job Performance</i></b>	<b>3.34</b>	<b>.95</b>

To identify the existing level of teachers about teachers' empowerment and job performance descriptive analysis was applied. The findings indicated the mean value of the factors about teachers' empowerment was between 3.12 and 3.59 and overall M= 3.45, SD= .98, and for job performance from 3.10 to 3.58 and overall M= 3.34, SD= .95, which shows that respondents were agree about study variables.

Table 2: *Relationship between the Factors of Teachers' Empowerment and Job Performance*

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
Decision-Making							
Professional Growth	.370**						
Status	.546**	.481**					
Self-Efficacy	.313**	.321**	.578**				
Autonomy	.211**	.356**	.256**	.322**			
Impact	.368**	.393**	.592**	.495**	.382**		
<b><i>Job Performance</i></b>	<b>.452**</b>	<b>.277**</b>	<b>.450**</b>	<b>.461**</b>	<b>.455**</b>	<b>.309**</b>	

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

It was applied Pearson Correlation to examined the correlation between the factors of teachers' empowerment and job performance. The findings indicated a moderate correlation between these variables with r score of .452, .277, .450, .461, .455 and .309. This means a moderate and significant association of TE with JP of teachers.



Table 3: *Relationship of Authentic Leadership and Teachers' Empowerment with Job Performance*

<i>Variables</i>	<i>1</i>	<i>2</i>
Teachers' Empowerment		
<b>Job Performance</b>	<b>.401**</b>	

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

It was applied Pearson Correlation to determine the correlation of authentic leadership and teachers' empowerment with job performance. The findings indicated a moderate correlation of AL and TE with JP with r score of .388 and .437. This means a moderate and significant association of AL and TE with JP of teachers.

Table 4: *Effect of the Factors of Teachers' Empowerment on Job Performance*

<i>DV</i>	<i>IV</i>	<i>St. Er.</i>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
Job Performance	Decision-Making	.088	.391	4.41	.00*
	Professional Growth	.092	.301	3.28	.00*
	Status	.087	.409	4.68	.04*
	Self-Efficacy	.131	.458	3.47	.01*
	Autonomy	.093	.444	4.77	.00*
	Impact	.076	.369	4.86	.00*

It was administered Multiple Regression Analysis to assess the effect of the factors of teachers' empowerment on job performance. The findings showed a moderate effect of all the factor of TE on JP with beta value .389, .263, .299, .411, .462, .443 and .371.

Table 5: *Effect of Teachers' Empowerment on Job Performance*

<i>DV</i>	<i>IV</i>	<i>St. Er.</i>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
Job Performance	Teachers' Empowerment	.093	.395	4.24	.01*

It was administered Multiple Regression Analysis to assess the effect of teachers' empowerment on job performance. The findings showed a moderate effect of TE on JP which showed beta score of .395. This means that teachers' empowerment was a predictor for the enhancement of teachers' performance

## Conclusions

The findings indicated a moderate satisfaction of teachers about the study variable such as; teachers' empowerment and job performance. Additionally, it was a moderate correlation of all the factors of teachers' empowerment with job performance. Moreover, the relationship of teachers' empowerment with job performance is positive and significant. Further, it was a moderate effect of all the factors of teachers' empowerment on job performance. Hence, it found a positive effect of teachers' empowerment on job performance.

## DISCUSSION AND RECOMMENDATIONS

This study explores the context of empowerment within an educational setting, highlighting its uniqueness. It might be advantageous for the progress of educational institutions, paving the way



for a new phase of success. Pakistan is a developing country that is struggling to meet international standards in the education sector. Educational management is a growing field of research in Pakistan. The education sector is expanding rapidly, highlighting the disparities in meeting standards that impact education globally, especially in developing countries.

This research study takes a multi-dimensional approach to examine the job performance of teachers. This research aims to transform the current outlook by introducing fresh insights that enhance the prevailing narrative, ultimately setting a new benchmark for educational standards. This research is anticipated to enhance working styles, leadership skills, and job performance.

This investigation offered a thorough insight into how teachers' empowerment influences the connection between authentic leadership and the job performance of school teachers. Through the exploration of these relationships, researchers and practitioners uncovered valuable insights on improving job performance of teachers by implementing effective empowerment strategies.

The research findings are advantageous for all leaders in the educational institution who operate under his or her guidance and management. It provides a clear overview of the impact of empowering employees and encourages their participation in societal growth and effectiveness through responsible involvement in the education sector. The results emphasize enhancing the impact of teachers' empowerment on job performance.

Empowerment is highlighted as a crucial factor in comprehending the influence on job performance. Teachers' empowerment serves as a crucial link, connecting a person's gender to their work performance. Empowering employees means ensuring they have better access to resources, opportunities, and the ability to make decisions in different areas of life, including education, employment, and leadership positions. When employees gain empowerment, they often find themselves with increased job satisfaction, motivation, and self-efficacy, which can result in improved job performance. The results emphasize the importance of empowering faculty members and adopting an authentic leadership style, enabling them to play impactful roles in higher education institutions and society. As the saying goes, one can influence the behavior of an entire generation.

This research suggests that further studies could be carried out in other areas related to this topic with other constructs. Moreover, numbers of workshops should be conducted to evaluate the performance of teaching faculty with applying innovative strategies. Additionally, performance of teaching faculty should be determined with various variables to examine the real issue in developing their job performance.

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