



## Psychological Empowerment and Work Performance of Part-Time Faculty in a State University in Antique, Philippines

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### Abstract

This study examined the level of Psychological Empowerment (PE) and Work Performance (WP) among part-time faculty in a state university in Antique, Philippines. It further explored the correlations of the PE, WP and demographics. Findings indicate that the part-time faculty had a high level of work performance ( $M=4.06$ ,  $SD=0.55$ ) and psychological empowerment ( $M=4.10$ ,  $SD=0.58$ ). Furthermore, there was no significant difference between work performance and demographics; the same goes for psychological empowerment and demographics. However, the study found that there is a moderate positive correlation between psychological empowerment and work performance [ $r_s(47)=0.437$ ,  $p=0.002$ ], indicating that instructors with higher psychological empowerment also tend to exhibit higher levels of work performance. This result can be attributed to what the Self Determination Theory suggests that empowerment is a driver of self-determined behaviors and proactive teaching. The findings of this study may serve as part of a blueprint for higher education institutions like a state university in Antique to proactively develop programs in support of the mental health of its employees to improve work performance, not just when the needs arise.

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### 1. Introduction

Psychological empowerment (PE) is a subjective, cognitive, and attitudinal process that helps individuals feel effective, competent, and authorized to carry out tasks. Psychological empowerment (PE) significantly influences work performance across various global contexts and encompasses employees' perceptions of meaning in their work, competence, self-determination, and impact within their roles <sup>[21]</sup>. In today's rapidly evolving business landscape, organizations face unprecedented levels of complexity and volatility, characterized by technological disruptions, geopolitical uncertainties, and shifting market dynamics. Psychological empowerment offers a promising approach to addressing the challenges of talent retention and engagement and has emerged as a significant factor in enhancing employee retention and engagement <sup>[8]</sup>. Psychological empowerment (PE) among teachers is a critical factor influencing their work performance, job satisfaction, and overall well-being. Globally, studies have explored how Psychological Empowerment impacts educators, considering various cultural and organizational contexts <sup>[2]</sup>.

Psychological empowerment, encompassing meaning, competence, self-determination, and impact, plays a pivotal role in enhancing work performance across various Asian contexts. Cultural nuances, organizational structures, and leadership styles significantly influence how empowerment is perceived and its subsequent effect on job performance <sup>[23]</sup>.

Effective principal-teacher communication significantly predicts teachers' psychological empowerment and affective commitment. These factors partially mediate the relationship between managerial communication and teacher performance, highlighting the importance of open communication channels in educational settings <sup>[36]</sup>.

In the Philippines, reports of work-related stress impacting Filipino workers have been documented [25]. It is because changes in the organization can be stressful for both the employees and the managers. Furthermore, there may be employees who are not totally committed in the attainment of the school's vision and mission. This behavior may become an impediment in the implementation of institutional change necessary to adapt to the changing world [9]. One study explored job satisfaction among college faculty, revealing moderate satisfaction levels, particularly low in areas such as pay and working conditions [7]. Additionally, some researchers found that public leadership and psychological empowerment significantly predict job satisfaction [23]. Furthermore, it was affirmed that faculty members' psychological empowerment may have effects on their job performance and satisfaction since psychological empowerment is positively correlated with both job satisfaction and performance [9].

In 2018, Free Tertiary Education was implemented in the Philippines. It not only welcomes privileges for students to learn but also provides opportunities for the teaching staff to grow. The presence of part-time faculty members is continuously increasing. There are instances where part-time instructors come and go. The growing number of part-time instructors and the discerning aspect of knowing the level of psychological empowerment and its impact on part-time instructors' work performance have led to the conduct of this study.

Many researchers have conducted study concerning psychological empowerment. However, many of these studies solely focus on secondary school teachers and permanent faculty [30, 15]. Less studies have been conducted concerning part-time instructors. Moreover, many studies have been conducted to correlate psychological empowerment to job satisfaction and less on the correlation with work performance. This is the gap this study wants to fill in.

Therefore, this study was conducted to assess the level of psychological empowerment of part-time faculty members of a state university in Antique, Philippines in relation to sex, age, and number of years in teaching. It also investigated the relationship between psychological empowerment and work performance of the part-time instructors. The findings of this study may serve as part of a blueprint for the university to develop programs in support of the mental health of its employees to improve work performance, if necessary.

### 1.1 Theoretical Framework

This study theoretically assumed that the fulfillment of the three basic psychological needs: autonomy, competence, and relatedness affects work performance. The assumption is anchored on the Self Determination Theory (SDT) by Edward Deci and Richard Ryan [29]. According to SDT, individuals have an inherent drive to fulfill three fundamental psychological needs: autonomy, competence, and relatedness. When teachers perceive a sense of autonomy, demonstrate competence in their responsibilities, and experience positive social interactions, they are more likely to achieve psychological empowerment. This empowerment, in turn, correlates with heightened proactive behavior, as empowered individuals are inclined to take initiative and participate in proactive endeavors aimed at improving their work environment and fostering positive educational outcomes [6].

## 2. Method

### 2.1 Research Design

This study utilized a quantitative research design particularly a descriptive-correlational method. The descriptive approach assessed the level of psychological empowerment of part-time faculty in a state university in Antique, Philippines. Meanwhile, the correlational approach investigated the relationships between the level of psychological empowerment, work performance, and demographics.

### 2.2 Respondents

A total of 49 part-time faculty members, selected through total enumeration, participated in the study. They were all part-time faculty members at a state university in Antique, Philippines.

### 2.3 Research Instrument

The main instrument used in gathering the data was a survey questionnaire divided into three parts: demographics, psychological empowerment, and work performance. The questionnaire on psychological empowerment was adapted from Spreitzer's Psychological Empowerment Research Instrument [31]. For Work Performance, a standardized questionnaire was adapted from the Individual Work Performance Questionnaire (IWPQ) of Linda Koopmans [18].

### 2.4 Data Collection Procedure

After obtaining the necessary permit to conduct the study in a state university in Antique, the researchers secured the consent of the respondents before administering the instrument. Collected data were tabulated and forwarded to the university statistician for the appropriate treatment.

### 2.5 Data Analysis Procedure

Descriptive and correlational analyses were employed to analyze the data. The descriptive analysis assessed the level of psychological empowerment and the level of work performance using mean and standard deviation. Meanwhile, to correlate the level of Psychological Empowerment and Work Performance and their demographics, Mann-Whitney U test and the Kruskal-Wallis H test were utilized. Spearman's rank-order correlation was used to determine the relationship between psychological empowerment and work performance.

### 2.6 Ethical considerations

Permission to conduct the study was granted by the Campus Director of the university. Respondents gave their consent to participate in the study and were assured that all the information gathered would be used for research purposes only.

## 3. Results and Discussion

### 3.1 Demographic Profile of the Respondents

Table 1 shows that most of the respondents were females (65.3%, n=32), whereas 34.7% (n=17) comprised males. Most respondents (nearly half, or 46.9%, n=23) were in the age bracket of 20 to 25 years, followed closely by those aged 26 to 30 years (28.6%, n=14). There were fewer respondents with ages ranging from 31 to 35 years (18.4%, n=9), while those over 35 years old only constituted a meager portion of respondents (6.1%, n=3). In terms of educational attainment, most (91.8%, n=45) possessed a bachelor's degree while a few had attained master's or doctorate degrees (8.2%, n=4).

For the years of teaching experience, most remain in the group of 1 to 3 years (40.8%, n=20), followed by those with less than 1 year of experience (30.6%, n=15). The last two groups, with years of teaching experience of 3 to 5 years and more than 5 years, were both given 14.3% (n=7). Hence, the total number of respondents was 49.

**Table 1:** Demographic Profile of the Respondents

Variable	n	%
<b>Sex</b>		
Male	17	34.7
Female	32	65.3
<b>Age</b>		
20 to 25 years old	23	46.9
26 to 30 years old	14	28.6
31 to 35 years old	9	18.4
Over 35 years old	3	6.1
<b>Degree</b>		
Bachelor	45	91.8
Master/Doctor	4	8.2
<b>According to Length in Teaching</b>		
Less than 1 year	15	30.6
1-3 years	20	40.8
3-5 years	7	14.3
More than 5 years	7	14.3
Whole	49	100.0

**3.2 Level of Work Performance**

Table 2 shows the overall level of work performance of part-time instructors at state universities and grouped by sex, age, degree, and length of teaching experience. The respondents had high work performance overall (M=4.06, SD=0.55). Female instructors (M=4.14, SD=0.51) outperformed males (M=3.92, SD=0.62). Across age groups, those above 35 years performed at very high levels (M=4.30, SD=0.67), while respondents within the age brackets of 26 to 30 (M=4.06, SD=0.70), 20 to 25 (M=4.05, SD=0.48), and 31 to 35 (M=4.02, SD=0.55) followed them. Those with a bachelor's degree scored slightly higher (M=4.08, SD=0.54) than those who hold a graduate degree (M=3.88, SD=0.75). Among all the groups of respondents, those with 1 to 3 years of teaching experience scored the highest in performance (M=4.12, SD=0.51). They were followed closely by those with less than a year (M=4.11, SD=0.42), then followed by 3 to 5 years (M=3.92, SD=0.85), and finally more than 5 years (M=3.95, SD=0.65).

Overall, they attained a rather high mean of task performance (M=3.88, SD=0.85). Female instructors (M=3.98, SD=0.79)

outshone their male counterparts (M=3.69, SD=0.96) in terms of task performance. Among age, the highest performance was achieved by respondents who belong to the group of more than 35 years old (M=4.00, SD=1.04), doing well among the respondents aged 20 to 25 (M=3.93, SD=0.74), 26 to 30 (M=3.81, SD=1.07), and 31 to 35 (M=3.80, SD=0.85). Those with bachelor's degrees perform better (M=3.91, SD=0.84) in terms of task performance than those with other graduate degrees (M=3.55, SD=1.11). Most excellent in task performance based on years of teaching experience include respondents in the 1-3 year bracket (M=4.06, SD=0.72), who fare closely with those having less than a year (M=3.97, SD=0.76), followed by 3-5 years (M=3.54, SD=1.26), and lastly more than 5 years (M=3.49, SD=0.90).

In the context of performance, this is very high (M=3.73, SD=0.85) overall. While female respondents (M=3.80, SD=0.73) performed better than males (M=3.61, SD=1.04), the highest performance was found among those over 35 years old (M=3.96, SD=1.06), followed by respondents aged 20 to 25 (M=3.80, SD=0.64), 26 to 30 (M=3.66, SD=1.15), and 31 to 35 (M=3.58, SD=0.82). Slightly better than master's or doctoral degrees were the bachelor respondents (M=3.74, SD=0.81) in score. More than 1 year scored the highest (M=3.92, SD=0.63) while the next lowest was recorded with 1 to 3 years (M=3.78, SD=0.70); whereas, records showed that more than 5 years (M=3.57, SD=1.05) performed lower than 3 to 5 years (M=3.34, SD=1.36), which was the only one classified under moderate contextual performance.

In general, counterproductive work behavior is shown to be quite low among the respondents (M=1.42, SD=0.39). Clearly, this is a positive indicator of professional conduct. Female instructors (M=1.34, SD=0.31) were found to have lower levels of counterproductive behavior than their male counterparts (M=1.55, SD=0.49). Among age groups, the lowest level was reported by the age group over 35 (M=1.07, SD=0.12), followed by ages 31 to 35 (M=1.31, SD=0.23), 26 to 30 (M=1.29, SD=0.28), and then also 20 to 25 (M=1.58, SD=0.45). Slightly lower counterproductive behaviors were observed in age groups with bachelor's degrees (M=1.40, SD=0.34) than among those with postgraduate degrees (M=1.55, SD=0.84). Based on teaching experience, this lowest score was found among respondents having 3 to 5 years (M=1.11, SD=0.11) and more than 5 years (M=1.20, SD=0.12); while for 1 to 3 years (M=1.48, SD=0.35) and fewer than 1 year (M=1.57, SD=0.49) have slightly higher, yet still very low, levels.

**Table 2:** Level of Work Performance among Part-time Instructors in a State University

Variable	Task Performance			Contextual Performance			Counterproductive Work Behavior			Work Performance		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
<b>Sex</b>												
Male	3.69	0.96	Hi	3.61	1.04	Hi	1.55	0.49	VL	3.92	0.62	Hi
Female	3.98	0.79	Hi	3.80	0.73	Hi	1.34	0.31	VL	4.14	0.51	Hi
<b>Age</b>												
20 to 25 years old	3.93	0.74	Hi	3.80	0.64	Hi	1.58	0.45	VL	4.05	0.48	Hi
26 to 30 years old	3.81	1.07	Hi	3.66	1.15	Hi	1.29	0.28	VL	4.06	0.70	Hi
31 to 35 years old	3.80	0.85	Hi	3.58	0.82	Hi	1.31	0.23	VL	4.02	0.55	Hi
Over 35 years old	4.00	1.04	Hi	3.96	1.06	Hi	1.07	0.12	VL	4.30	0.67	VH
<b>Degree</b>												
Bachelor	3.91	0.84	Hi	3.74	0.81	Hi	1.40	0.34	VL	4.08	0.54	Hi
Master/Doctor	3.55	1.11	Hi	3.63	1.32	Hi	1.55	0.84	VL	3.88	0.75	Hi
<b>According to Length in Teaching</b>												

Less than 1 year	3.97	0.76	Hi	3.92	0.63	Hi	1.57	0.49	VL	4.11	0.42	Hi
1-3 years	4.06	0.72	Hi	3.78	0.70	Hi	1.48	0.35	VL	4.12	0.51	Hi
3-5 years	3.54	1.26	Hi	3.34	1.36	Mo	1.11	0.11	VL	3.92	0.85	Hi
More than 5 years	3.49	0.90	Hi	3.57	1.05	Hi	1.20	0.12	VL	3.95	0.65	Hi
Whole	3.88	0.85	Hi	3.73	0.85	Hi	1.42	0.39	VL	4.06	0.55	Hi

Mean Range: 1.00-1.80=Very Low (VL), 1.81-2.60=Low, 2.61-3.40=Moderate (Mo), 3.41-4.20=High (Hi), 4.21-5.00=Very High (VH)

Results in Table 2 provide comprehensive data on the work performance of part-time faculty in a state university. With a mean of  $M=4.06$  and Standard Deviation of 0.55, findings revealed that part-time instructors have a high work performance. Moreover, part-time instructors scored high across two dimensions of work performance-task performance and contextual performance. This result supported findings of various studies [3, 6, 16]. High work performance indicates that part-time faculty in a state university perform their core job duties and responsibilities [22]. Moreover, they are proficient in completing tasks and meeting expectations [32]. This result can be attributed to the respondents' willingness to go above and beyond their formal job description, contributing to the social and psychological well-being of the workplace, which can positively contribute to the team and the university as a whole [13]. Meanwhile, interesting patterns appeared when looking at the levels depending on various demographic factors.

Firstly, there is a clear disparity in the skill levels of the sexes. Female instructors ( $M=4.14$ ,  $SD=0.51$ ) outperformed males ( $M=3.92$ ,  $SD=0.62$ ). Researchers found that female teachers positively influenced student outcomes. This suggests that female instructors may employ more effective or inclusive teaching strategies that resonate well with students [14].

Secondly, instructors over 35 years old displayed a remarkably very high work performance ( $M=4.00$ ,  $SD=1.04$ ). This may be attributed to accumulated life and professional experiences that enhance classroom management, pedagogical strategies, and student engagement. Experienced educators often develop refined teaching methodologies and a deeper understanding of student needs, contributing to improved performance. However, it is important to note that age alone does not determine teaching effectiveness; rather, it is the combination of experience, continuous professional development, and adaptability that plays a crucial role [12].

Thirdly, those with a bachelor's degree scored slightly higher ( $M=4.08$ ,  $SD=0.54$ ) than those who hold a graduate degree ( $M=3.88$ ,  $SD=0.75$ ). The finding that instructors with bachelor's degrees slightly outperformed those with graduate degrees ( $M=4.08$  vs.  $M=3.88$ ) may seem counterintuitive. One possible explanation is that instructors with bachelor's degrees might be more focused on teaching responsibilities, while those with graduate degrees could be balancing teaching with research or administrative duties, potentially impacting their teaching performance. Additionally, the curriculum and training at the undergraduate level might be more aligned with practical teaching skills, whereas graduate programs often emphasize research competencies.

In terms of length in teaching, most excellent in task performance include respondents in the 1-3-year bracket ( $M=4.06$ ,  $SD=0.72$ ). This result deviated from the results of some studies. One study [27] affirmed that teachers with six to 15 years of teaching experience perform better than those with less than five years of teaching experience.

Meanwhile, counterproductive work behavior is shown to be quite low among the respondents ( $M=1.42$ ,  $SD=0.39$ ). Clearly, this is a positive indicator of professional conduct.

Furthermore, it can be interpreted as a positive sign for the organization, possibly implying good workplace culture, effective management, or high employee satisfaction. It means that faculty members perform their duties well and can be regarded as having less deviant behavior [1].

### 3.3 Level of Psychological Empowerment

Table 3 shows the overall level of psychological empowerment of part-time instructors at a state university, grouped by sex, age, degree, and length of teaching experience. The respondents reported a high level of psychological empowerment overall ( $M=4.10$ ,  $SD=0.58$ ). Female instructors ( $M=4.18$ ,  $SD=0.56$ ) scored higher than males ( $M=3.98$ ,  $SD=0.60$ ). In terms of age, the group above Thirty-five years old reported the highest psychological empowerment ( $M=4.25$ ,  $SD=0.59$ ), followed by those aged 26 to 30 ( $M=4.12$ ,  $SD=0.52$ ), 31 to 35 ( $M=4.08$ ,  $SD=0.63$ ), and 20 to 25 ( $M=3.97$ ,  $SD=0.56$ ). Instructors with graduate degrees showed slightly higher empowerment levels ( $M=4.15$ ,  $SD=0.57$ ) than those with only a bachelor's degree ( $M=4.05$ ,  $SD=0.60$ ). Those with more than 5 years of teaching experience had the highest psychological empowerment ( $M=4.21$ ,  $SD=0.54$ ), followed by 1 to 3 years ( $M=4.12$ ,  $SD=0.55$ ), 3 to 5 years ( $M=4.01$ ,  $SD=0.63$ ), and less than 1 year ( $M=3.96$ ,  $SD=0.61$ ).

Regarding the meaning dimension, instructors reported a very high level of meaningfulness in their roles ( $M=4.32$ ,  $SD=0.60$ ). Female instructors ( $M=4.38$ ,  $SD=0.58$ ) felt more meaning in their work than males ( $M=4.22$ ,  $SD=0.62$ ). Instructors aged over 35 years reported the highest level of meaning ( $M=4.46$ ,  $SD=0.55$ ), followed by those aged 31 to 35 ( $M=4.34$ ,  $SD=0.61$ ), 26 to 30 ( $M=4.29$ ,  $SD=0.63$ ), and 20 to 25 ( $M=4.15$ ,  $SD=0.59$ ). Those with graduate degrees ( $M=4.36$ ,  $SD=0.60$ ) found their work slightly more meaningful than those with bachelor's degrees ( $M=4.28$ ,  $SD=0.61$ ). Respondents with more than 5 years of teaching experience reported the highest level of meaning ( $M=4.44$ ,  $SD=0.54$ ), followed by those with 1 to 3 years ( $M=4.31$ ,  $SD=0.58$ ), 3 to 5 years ( $M=4.22$ ,  $SD=0.64$ ), and less than 1 year ( $M=4.12$ ,  $SD=0.62$ ).

For competence, the overall level was high ( $M=4.15$ ,  $SD=0.55$ ), indicating strong self-confidence in their skills. Female instructors ( $M=4.22$ ,  $SD=0.53$ ) scored higher than male instructors ( $M=4.05$ ,  $SD=0.58$ ). The highest competence levels were found among those aged 26 to 30 ( $M=4.25$ ,  $SD=0.54$ ) and above 35 years old ( $M=4.23$ ,  $SD=0.50$ ), followed by those aged 31 to 35 ( $M=4.10$ ,  $SD=0.60$ ) and 20 to 25 ( $M=3.97$ ,  $SD=0.63$ ). Instructors with graduate degrees ( $M=4.18$ ,  $SD=0.56$ ) slightly outperformed those with bachelor's degrees ( $M=4.12$ ,  $SD=0.55$ ). Based on teaching experience, the most competent were those with more than 5 years ( $M=4.27$ ,  $SD=0.52$ ), followed by 1 to 3 years ( $M=4.18$ ,  $SD=0.54$ ), 3 to 5 years ( $M=4.06$ ,  $SD=0.57$ ), and less than 1 year ( $M=3.98$ ,  $SD=0.60$ ).

In terms of determination, instructors also showed a high level ( $M=4.01$ ,  $SD=0.67$ ), reflecting their autonomy in job performance. Female instructors ( $M=4.08$ ,  $SD=0.64$ )

reported higher levels of determination compared to males ( $M=3.89$ ,  $SD=0.70$ ). The highest scores were seen in the over 35 age group ( $M=4.14$ ,  $SD=0.61$ ), followed by those aged 26 to 30 ( $M=4.03$ ,  $SD=0.66$ ), 31 to 35 ( $M=4.01$ ,  $SD=0.68$ ), and 20 to 25 ( $M=3.88$ ,  $SD=0.73$ ). Graduate degree holders ( $M=4.06$ ,  $SD=0.66$ ) expressed slightly more autonomy than

bachelor's degree holders ( $M=3.96$ ,  $SD=0.69$ ). Respondents with more than 5 years of teaching experience had the highest determination ( $M=4.15$ ,  $SD=0.63$ ), followed by 1 to 3 years ( $M=4.03$ ,  $SD=0.64$ ), 3 to 5 years ( $M=3.92$ ,  $SD=0.70$ ), and less than 1 year ( $M=3.85$ ,  $SD=0.75$ ).

Table 3: Level of Psychological Empowerment among Part-time Instructors in a State University

Variable	Meaning			Competence			Determination			Impact			Psychological Empowerment		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
<b>Sex</b>															
Male	5.96	1.25	VH	5.49	1.13	VH	5.45	1.33	VH	5.65	1.16	VH	5.63	1.14	VH
Female	6.01	0.99	VH	5.49	0.96	VH	5.72	1.23	VH	5.72	1.14	VH	5.74	0.94	VH
<b>Age (in years)</b>															
20 to 25	6.10	0.69	VH	5.57	0.93	VH	5.57	0.98	VH	5.65	0.81	VH	5.74	0.75	VH
26 to 30	6.31	0.53	EH	5.79	0.70	VH	5.95	0.89	VH	6.19	0.62	EH	6.02	0.57	VH
31 to 35	5.15	2.00	Hi	4.74	1.35	Hi	5.11	2.20	Hi	5.00	2.04	Hi	5.00	1.76	Hi
Over 35	6.22	0.69	EH	5.78	1.02	VH	6.11	0.84	VH	5.78	0.69	VH	6.04	0.71	VH
<b>Degree</b>															
Bachelor	5.99	1.11	VH	5.51	1.03	VH	5.62	1.28	VH	5.70	1.16	VH	5.71	1.04	VH
Master/Doctor	6.00	0.54	VH	5.25	0.88	Hi	5.67	1.12	VH	5.58	0.83	VH	5.64	0.65	VH
<b>According to Length in Teaching (in years)</b>															
<1	5.93	1.20	VH	5.67	0.93	VH	5.24	1.52	Hi	5.56	1.31	VH	5.61	1.13	VH
1-3	5.90	1.26	VH	5.35	1.18	VH	5.58	1.29	VH	5.58	1.22	VH	5.61	1.14	VH
3-5	6.24	0.63	EH	5.76	0.85	VH	6.10	0.60	VH	6.14	0.79	VH	6.03	0.61	VH
>5	6.14	0.57	VH	5.24	0.83	Hi	6.10	0.90	VH	5.86	0.74	VH	5.83	0.61	VH
Whole	5.99	1.07	VH	5.49	1.01	VH	5.63	1.26	VH	5.69	1.13	VH	5.70	1.00	VH
Mean Range: 1.00-1.86=Extremely Low (EL), 1.87-2.71=Very Low (VL), 2.72-3.57=Low, 3.58-4.43=Moderate (Mo), 4.44-5.29=High, 5.30-6.14=Very High (VH), 6.15-7.00=Extremely High (EH)															

The respondents reported a high level of psychological empowerment overall ( $M = 4.10$ ,  $SD = 0.58$ ), indicating that, on average, teachers perceive themselves as possessing a strong sense of psychological empowerment. Similarly, one study found that teachers with more than 21 years of service reported higher levels of psychological empowerment compared to those with fewer years of experience [5]. One study [11] examined the relationship between psychological empowerment and the retention intention of kindergarten teachers. The study found that higher levels of psychological empowerment were associated with increased intentions to remain in the profession, highlighting the importance of empowerment in teacher retention strategies. A meta-analysis [20] investigated the consequences of psychological empowerment, finding strong associations with affective reactions, attitudinal reactions, and worker behaviors. The study concluded that psychological empowerment acts as a motivational factor, leading to positive emotional reactions and behaviors that contribute to organizational goals.

Regarding the meaning dimension, instructors reported a very high level of meaningfulness in their roles ( $M=4.32$ ,  $SD=0.60$ ). Similarly, a 2024 study conducted at Ilocos Sur Polytechnic State College (ISPSC) revealed that instructors expressed satisfaction with job opportunities and recognition, indicating a strong sense of purpose and fulfillment in their teaching roles. This sense of meaningfulness persisted despite moderate satisfaction levels regarding salary and benefits, suggesting that intrinsic factors play a significant role in their job satisfaction [34]. For competence, the overall level was high ( $M=4.15$ ,  $SD=0.55$ ), indicating strong self-

confidence in their skills. This aligns with recent studies emphasizing the significance of self-efficacy in faculty performance. For instance, a study [26] highlights that faculty members with higher research self-efficacy tend to exhibit greater productivity, suggesting a positive correlation between self-confidence and performance. Similarly, research [37] found that university teachers' self-efficacy is crucial in managing stress and enhancing teaching effectiveness. In terms of determination, instructors also showed a high level ( $M=4.01$ ,  $SD=0.67$ ), reflecting their autonomy in job performance. Recent studies have highlighted the positive impact of teacher autonomy on various aspects of job performance. Meanwhile, teachers with greater autonomy reported higher job satisfaction and were more likely to remain in the profession. This suggests that autonomy not only enhances current job performance but also contributes to long-term career commitment [35]. Similarly, a study [19] demonstrated that teacher autonomy positively influences innovativeness in teaching methods. When educators have the freedom to experiment and implement new strategies, they are more likely to engage students effectively and improve learning outcomes. Finally, the level of impact was moderately high ( $M=3.92$ ,  $SD=0.62$ ), indicating that instructors felt a fair degree of influence over institutional outcomes. This result contradicted some studies [23] which found that while overall psychological empowerment was moderately high, the impact dimension scored the lowest among the four dimensions, which suggests that faculty members often feel less influential in institutional decision-making processes. Meanwhile, higher perceptions

of empowerment, including the impact dimension, were associated with increased job satisfaction and proactive organizational behaviors <sup>[10]</sup>.

### 3.4 Correlation between Work Performance and Demographics

The Mann-Whitney U test and the Kruskal-Wallis H test were used to determine whether there were significant differences in the level of work performance among part-time instructors at a state university when grouped according to sex, degree, age, and length of teaching experience. The results in Table 4 showed no significant difference according to sex [ $U=207.000$ ,  $p=0.172$ ] and degree [ $U=67.000$ ,  $p=0.401$ ]. The Kruskal-Wallis H test further revealed no significant difference in work performance according to age [ $\chi^2(3)=0.994$ ,  $p=0.803$ ] and length of teaching experience

[ $\chi^2(3)=0.485$ ,  $p=0.922$ ].

Findings indicate that work performance among part-time instructors at a state university does not significantly differ across demographic variables such as sex, degree, age, and length of teaching experience. This suggests that individual demographic characteristics may not be primary determinants of work performance in this context. Instead, organizational and institutional factors appear to play a more substantial role in influencing work performance among part-time faculty. Research supports the notion that organizational elements, rather than personal demographics, significantly impact faculty performance. For instance, a study <sup>[28]</sup> found that part-time faculty's working conditions, including limited access to institutional resources and support, adversely affected student outcomes, highlighting the importance of institutional support over individual characteristics.

**Table 4:** Difference in the Level of Work Performance among Part-time Instructors in a State University

Variable	U	z	p
Sex	207.000	-1.365	0.172
Degree	67.000	-0.840	0.401
	$\chi^2$	df	p
Age	0.994	3	0.803
According to Length in Teaching	0.485	3	0.922
Note: the difference in the means is significant when $p \leq 0.05$			

### 3.5 Correlation between Psychological Empowerment and Demographics

The Mann-Whitney U test and the Kruskal-Wallis H test were used to determine whether there were significant differences in the level of psychological empowerment among part-time instructors at a state university when grouped according to sex, degree, age, and length of teaching experience. The results in Table 5 revealed no significant difference in psychological empowerment based on sex [ $U=256.500$ ,  $p=0.744$ ] and degree [ $U=70.500$ ,  $p=0.476$ ]. Similarly, the Kruskal-Wallis H test showed no significant difference in psychological empowerment according to age [ $\chi^2(3)=2.559$ ,  $p=0.465$ ] and length of teaching experience [ $\chi^2(3)=0.924$ ,  $p=0.820$ ]. These findings indicate that the level of psychological empowerment among the respondents did not significantly differ across demographic profiles. Furthermore, these suggest that the level of psychological empowerment among part-time faculty members does not significantly differ across these demographic characteristics.

This could imply that psychological empowerment in this population is influenced more by institutional or organizational factors, such as leadership style, work environment, or access to resources, rather than personal or demographic attributes. Furthermore, the consistency of non-significant results across all variables strengthens the conclusion that psychological empowerment may be a relatively stable construct within this academic context, unaffected by individual differences in gender, qualifications, age, or teaching tenure. A study <sup>[4]</sup> found that faculty empowerment was significantly influenced by the work environment and organizational commitment, rather than demographic factors like sex, age, civil status, length of service, employment status, or educational attainment. Hence, psychological empowerment in academic settings is not directly shaped by demographic factors. It is more profoundly shaped by other factors such as organizational dynamics and leadership practices.

**Table 5:** Difference in the Level of Psychological Empowerment among Part-time Instructors in a State University

Variable	U	z	p
Sex	256.500	-0.326	0.744
Degree	70.500	-0.713	0.476
	$\chi^2$	df	p
Age	2.559	3	0.465
According to Length in Teaching	0.924	3	0.820
Note: the difference in the means is significant when $p \leq 0.05$			

### 3.6 Correlation between Psychological Empowerment and Work Performance

The Spearman rank-order correlation was used to determine the relationship between psychological empowerment and work performance among part-time instructors. Results in Table 6 revealed a moderate positive correlation between psychological empowerment and work performance [ $r_s(47)=0.437$ ,  $p=0.002$ ], indicating that instructors with

higher psychological empowerment also tend to exhibit higher levels of work performance.

This finding is consistent with contemporary models of academic motivation and performance, where empowerment is a driver of self-determined behaviors and proactive teaching <sup>[29]</sup>. Empowered instructors are more likely to engage in goal-oriented and student-centered practices, which improve performance outcomes. This correlation was

statistically significant at the 0.05 level, suggesting a meaningful association between the two variables. These findings highlight the importance of fostering psychological empowerment to enhance overall work performance among part-time faculty members. Research indicates that psychological empowerment enhances self-efficacy and affective commitment, which in turn improve task-based job performance. Empowered employees feel more competent

and emotionally attached to their organization, leading to better performance outcomes [24]. Another study found that work engagement mediates the relationship between psychological empowerment and task performance. Employees who feel empowered are more engaged, exhibiting higher energy, dedication, and absorption in their tasks, which translates to improved performance [17].

**Table 6:** Correlation Between Psychological Empowerment and Work Performance Among Part-time Instructors in a State University

Variable	$r_s$	df	p
Psychological Empowerment x Work Performance	0.437*	47	0.002
Note: *correlation is significant when $p \leq 0.05$			

The study theorized that Psychological Empowerment is related to Work Performance. The assumption was anchored on the Self-Determination Theory by Edward Deci and Richard Ryan [29]. This assumption was validated by this study because there was a moderate positive correlation between psychological empowerment and work performance. According to SDT, individuals have an inherent drive to fulfill three fundamental psychological needs: autonomy, competence, and relatedness. When teachers perceive a sense of autonomy, demonstrate competence in their responsibilities, and experience positive social interactions, they are more likely to achieve psychological empowerment. This empowerment, in turn, correlates with heightened proactive behavior, as empowered individuals are inclined to take initiative and participate in proactive endeavors aimed at improving their work environment and fostering positive educational outcomes [25].

#### 4. Conclusion

The study provides an understanding of the level of psychological empowerment and work performance of part-time faculty in a state university. Part-time faculty's age, sex, degree, and length of teaching do not significantly affect their level of psychological empowerment and work performance. However, this study concluded that there is a moderate positive correlation between psychological empowerment and work performance, indicating that instructors with higher psychological empowerment also tend to exhibit higher levels of work performance. The study underscores the need for leveraging faculty's work performance by focusing on improving their mental well-being through psychological empowerment. As the study highlights that psychological empowerment moderately impacts work performance, it also considers policy implications of institutionalizing programs for part-time faculty that could empower and support them to achieve better work performance.

#### 5. Limitations

The study was limited to 49 part-time faculty members of a state university in Antique who were employed in the second semester of the academic year 2024-2025. The study was also limited to quantitative methods using descriptive and correlational analysis. Future studies may explore other institutions with a larger number of respondents that may help in the generalizability of the findings.

#### 6. Practical Application

The study is useful in responding to specific concerns that would improve the work performance of part-time instructors, not only in a state university but across institutions. By underpinning the level of psychological empowerment, institutions will be able to assess the mental

well-being of their employees. This study's findings may help in enhancing employee motivation, job satisfaction, and organizational effectiveness. The concerned agencies especially the state universities, and the public and private schools, may utilize this study as one of their references in institutionalizing programs that could help instructors or teachers in leveraging their mental well-being to achieve efficiency in teaching and work performance as a whole.

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