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Leadership, Organizational Commitment, and Instructional Supervision in Private Higher Education

The Mediating Role of Faculty Psychological Empowerment

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ABSTRACT

Instructional supervision in private higher education depends not only on formal monitoring but also on the leadership climate, faculty attachment to the institution, and faculty members' sense of agency. This study examined leadership practices, organizational commitment, faculty psychological empowerment, and instructional supervision in five private higher education institutions in Tawi-Tawi, Philippines, with particular attention to the mediating role of psychological empowerment. The study used a cross-sectional correlational design. Descriptive data covered 152 respondents (27 administrators and 125 faculty members). Administrators consistently rated leadership practices and instructional supervision more highly than faculty members. Among faculty, organizational commitment was favorable (M = 3.85, SD = 0.95) and psychological empowerment was also favorable (M = 4.11, SD = 0.83). In multivariable models, normative commitment predicted psychological empowerment (β = .509, p < .001) and instructional supervision (β = .460, p < .001), whereas continuance commitment was not significant. Transformational leadership predicted psychological empowerment (β = .345, p = .001), while supportive leadership (β = .568, p < .001) and transformational leadership (β = .258, p = .012) predicted instructional supervision. Psychological empowerment showed statistically significant indirect effects for both leadership practices (B = .166, 95% CI [.072, .288]) and organizational commitment (B = .200, 95% CI [.078, .351]) in relation to instructional supervision, with significant direct

effects remaining. The results are consistent with partial mediation but, because the design is cross-sectional and the inferential variables were faculty self-reports, they do not establish causal mediation. A context-sensitive supervision framework is proposed that prioritizes transformational and supportive leadership, affective and normative commitment, faculty empowerment, and developmental supervision.

Keywords
Academic Leadership
Faculty Empowerment
Higher Education
Instructional Supervision
Organizational Commitment
Transformational Leadership

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Introduction

Leadership in educational organizations affects teaching and learning largely through indirect pathways: leaders shape goals, working conditions, professional learning, motivation, collaboration, and the organizational structures within which teaching occurs [1], [2]. Instructional leadership scholarship therefore treats supervision as more than inspection. Effective supervision is expected to clarify instructional expectations, generate useful evidence about teaching, provide feedback and coaching, and connect faculty development to institutional goals [3]–[6]. In private higher education institutions (HEIs), these functions are especially salient because institutions must simultaneously maintain academic quality, organizational viability, faculty engagement, and responsiveness to changing educational demands.

Three leadership orientations are particularly relevant to this problem. Transformational leadership focuses on articulating a compelling direction, motivating followers, stimulating new thinking, and supporting professional growth [7], [8]. Meta-analytic evidence has associated transformational leadership with a range of attitudinal and performance outcomes [9]. Participative leadership emphasizes consultation, shared decision making, and faculty voice, while supportive leadership emphasizes approachability, fairness, socio-emotional support, and assistance in overcoming work-related barriers. These leadership behaviors are consistent with broader leadership frameworks that emphasize adapting leader behavior to follower needs and work conditions [10], [11].

Leadership, however, is only one part of the organizational context. Faculty members also vary in the psychological basis of their attachment to the institution. Meyer and Allen's three-component model distinguishes affective commitment, or emotional attachment; continuance commitment, or perceived costs of leaving; and normative commitment, or a felt obligation to remain [12]–[14]. This distinction matters because not all forms of commitment

are equally motivational. Later reviews have argued that affective commitment is the most central form of attachment for positive organizational functioning [15], while continuance commitment can represent a comparatively instrumental relationship with the organization.

Psychological empowerment offers a plausible link between organizational conditions and faculty responses to supervision. Spreitzer conceptualized psychological empowerment through meaning, competence, self-determination, and impact [16]. Related empowerment theories describe empowerment as a motivational state arising when individuals see work as valuable, feel capable, exercise choice, and believe that their actions matter [17], [18]. Meta-analytic evidence confirms that empowering contexts and leadership are associated with psychological empowerment, which in turn relates to job satisfaction, organizational commitment, performance, and lower turnover intentions [19]. Self-determination research similarly shows that autonomy and competence are central to sustained work motivation [20], [21].

Prior empirical work supports the possibility that empowerment can operate as an intervening variable between leadership and organizational outcomes. Avolio et al. found that psychological empowerment mediated the relationship between transformational leadership and organizational commitment [22]. In higher education, Huang et al. reported that psychological empowerment mediated relationships between academic leadership and university faculty organizational commitment [23]. Studies of teachers also show that perceived empowering behavior from school leaders predicts psychological empowerment and work-related outcomes [24], and that teachers differentiate the empowering behavior of different levels of leadership [25]. These findings are relevant to instructional supervision because faculty who experience autonomy, competence, meaning, and impact may be more likely to interpret supervision as developmental rather than controlling.

Research on higher education management also points to the importance of local organizational context. Work-life quality and participation have been linked with organizational commitment among academic staff [26]. IEEE scholarship has highlighted the changing leadership competencies expected of higher education institutions in technology-intensive environments [27] and has emphasized the need to examine leadership through multiple organizational frames rather than a single leadership lens [28]. Outside education, IEEE research likewise demonstrates the practical importance of psychological empowerment in explaining performance-related outcomes [29], while research on transformational leadership and organizational commitment continues to show that organizational attitudes and leadership processes are intertwined [30].

In the Philippine setting, faculty empowerment has been associated with positive organizational behaviors in Catholic HEIs [31], and recent work on private HEIs has

emphasized that instructional supervision requires context-specific attention to faculty development and institutional needs [32]. Philippine evidence also links supervision practices with teacher efficacy [33]. Nevertheless, comparatively little empirical work has integrated leadership practices, the three forms of organizational commitment, psychological empowerment, and instructional supervision in geographically peripheral private HEIs. This gap is relevant in Tawi-Tawi, where private institutions operate with distinctive geographic, resource, and professional-development constraints.

This study examines the relationships among leadership practices, organizational commitment, faculty psychological empowerment, and instructional supervision in five private higher education institutions in Tawi-Tawi. It describes administrator and faculty perceptions, evaluates faculty-reported multivariable associations, and examines reported statistical indirect effects. Cross-sectional associations are interpreted without inferring temporal or causal pathways.

Theoretical Background and Hypotheses

A. Leadership Practices and Instructional Supervision

Instructional supervision has evolved from an evaluative, compliance-oriented function toward a developmental model emphasizing professional dialogue, reflection, coaching, and continuous improvement [4]–[6]. Evidence on induction and mentoring similarly shows that structured professional support can influence teacher practice and retention [34]. Tesfaw and Hofman found positive relationships between teachers' attitudes toward supervision, satisfaction with supervisory practices, and perceived professional development [35]. Within private HEIs, recent Philippine research has also identified supervision needs that extend beyond monitoring to technology, pedagogy, design, communication, and institutional support [32].

Transformational and supportive leadership are theoretically well aligned with developmental supervision. Transformational leadership can create purpose, encourage innovation, and strengthen faculty confidence [7]–[9], whereas supportive leadership can make supervisory interactions safer and more responsive to faculty needs. Participative leadership may also support supervision by increasing voice and ownership, but its independent contribution can be difficult to separate from other positive leadership behaviors when leadership dimensions are highly correlated. Accordingly, the study tested the following expectations using the source regression models: leadership practices would be positively associated with faculty psychological empowerment and instructional supervision, while allowing the three leadership dimensions to differ in independent predictive strength.

B. Organizational Commitment and Faculty Responses

Organizational commitment is not a unitary attachment. Affective commitment reflects identification and emotional connection; continuance commitment reflects the perceived economic or professional cost of leaving; and normative commitment reflects obligation and loyalty [12]–[14]. The three components can therefore have different relationships with discretionary behaviors and developmental processes. Meta-analytic work has shown that affective and normative commitment tend to have more favorable associations with work outcomes than continuance commitment [14]. Mercurio's integrative review further positions affective commitment as the core of organizational commitment [15].

For faculty members, commitment may influence the way institutional initiatives are interpreted. Employees who identify with institutional goals or feel responsible for the institution may be more willing to invest in professional-development and supervision processes than employees who remain mainly because leaving is costly. Academic-staff research has associated quality of work life and participation with organizational commitment [26], and studies of university faculty have shown that leadership and empowerment can influence commitment [23]. On this basis, the source study examined affective, continuance, and normative commitment simultaneously as predictors of psychological empowerment and instructional supervision.

C. Psychological Empowerment as a Mediating Construct

Psychological empowerment is conceptually suited to mediation because it represents an internal motivational state through which external organizational conditions may be translated into work responses. Meaning provides a sense that work is worthwhile; competence reflects confidence in one's capability; self-determination reflects autonomy over work; and impact reflects perceived influence over organizational outcomes [16]–[19]. Leadership can strengthen these perceptions by communicating purpose, supporting professional competence, providing discretion, and acknowledging faculty influence.

Prior studies provide direct empirical precedent for this mediation logic. Avolio et al. found mediation by psychological empowerment in the link between transformational leadership and organizational commitment [22]. Huang et al. reported comparable mediation among university faculty [23]. Lee and Nie found that dimensions of psychological empowerment mediated associations between empowering leadership behaviors and teachers' work-related outcomes [24]. These findings do not establish that the same process necessarily occurs for instructional supervision, but they provide a defensible basis for testing whether indirect associations are present.

Mediation analysis is most informative when indirect effects are interpreted with confidence intervals rather than relying only on sequential significance tests [36], [37]. At the same time, temporal ordering is a core requirement for causal mediation. Because all variables

in this study were collected within a cross-sectional survey, statistically significant indirect effects are interpreted as patterns consistent with partial mediation, not as proof of a causal mechanism.

Methods

A. Design and Setting

The study employed a quantitative cross-sectional correlational design. Such designs are suitable for estimating associations among naturally occurring variables but do not establish temporal precedence or causality [38], [39]. The research was conducted across five private HEIs in Tawi-Tawi, Philippines. For confidentiality, the source thesis coded the participating institutions as Institutions A–E rather than identifying them in the statistical presentation.

B. Participants and Analytic Samples

The source thesis reports a total-enumeration sample of 152 respondents: 27 administrators and 125 faculty members. All five participating private HEIs were represented. Institution A contributed 68 respondents, Institution B 39, Institution C 23, Institution D 16, and Institution E 6. Administrator and faculty responses were both used for descriptive comparisons of leadership practices and instructional supervision.

Table 1. Distribution of Respondents

Institution	Faculty	Administrators	Total	% of N=152
A	60	8	68	44.74
B	31	8	39	25.66
C	17	6	23	15.13
D	13	3	16	10.53
E	4	2	6	3.95
Total	**125**	**27**	**152**	**100.00**

C. Measures

The questionnaire was adapted and modified from established constructs and contextualized for private HEIs in Tawi-Tawi. Faculty respondents completed measures of leadership practices, organizational commitment, psychological empowerment, and instructional supervision. Administrator respondents completed parallel measures of their own leadership practices and instructional supervision.

Leadership practices comprised 30 items across transformational, participative, and supportive leadership. Organizational commitment comprised 30 items across affective, continuance, and normative commitment, reflecting the three-component model [12]–[14]. Psychological empowerment comprised 25 items measuring meaning, competence, self-determination, and impact, following the conceptual structure established by Spreitzer [16]. Instructional supervision comprised 25 items across planning and guidance, monitoring and evaluation, feedback and coaching, professional development, and support and collaboration. Responses used a five-point scale ranging from 1 (No Extent) to 5 (Very Great Extent).

The source thesis states that experts assessed the questionnaire and that pilot testing outside the study sample produced Cronbach's alpha coefficients above 0.70. Scale-specific coefficients, item-level data, and pilot sample size are unavailable in the source. Accordingly, these values cannot be independently evaluated or reported as established for each construct. Internal consistency and dimensional validity of the adapted measures require verification from the underlying data.

D. Data Collection and Ethical Safeguards

Institutional permission was obtained, and the thesis describes participant orientation, voluntary informed consent, the right to withdraw, and confidentiality safeguards consistent with the Philippine Data Privacy Act of 2012 [40]. No research ethics committee approval or exemption number is documented in the source. Ethics status should be verified with the institution before submission; institutional access permission alone should not be described as independent ethics approval.

E. Statistical Analysis

Descriptive means and standard deviations were presented separately for administrator self-reports and faculty perceptions. These are different respondent groups; the observed gaps are descriptive only, without available standard errors for the group contrasts or formal significance tests. Since participants are clustered within five institutions, subsequent analyses should account for institutional clustering if individual records permit. No such clustered analysis can be reconstructed from the supplied summaries.

Multiple linear regression models estimated the independent associations of the three organizational-commitment dimensions with psychological empowerment and instructional supervision and, separately, the three leadership dimensions with the same two outcomes. Standardized coefficients (β), unstandardized coefficients (B), standard errors, t values, p values, R, R^2, adjusted R^2, and model F statistics are reported. The appendix provides variance-inflation factors (VIFs) for the component models; the highest reported VIF was 3.149, below commonly used thresholds indicating severe multicollinearity [41].

Results

A. Descriptive Pattern: Leadership, Commitment, Empowerment, and Supervision

The most consistent descriptive pattern was a gap between administrator self-ratings and faculty ratings of the same organizational practices. Administrators rated overall leadership practices at M = 4.58 (SD = 0.60), whereas faculty rated leadership at M = 3.94 (SD = 1.00). The difference was visible across transformational, participative, and supportive leadership. A similar pattern appeared for instructional supervision: administrators reported an overall mean of 4.50 (SD = 0.64), whereas faculty reported M = 3.90 (SD = 0.98). These differences are

descriptive because the source analysis did not include independent-samples or multilevel tests of rater-group differences.

Among faculty, organizational commitment was reported to a great extent overall (M = 3.85, SD = 0.95). Affective commitment was highest (M = 4.00), followed by normative commitment (M = 3.84) and continuance commitment (M = 3.71). Psychological empowerment was also favorable (M = 4.11, SD = 0.83). Meaning was the highest empowerment dimension (M = 4.19), followed by competence (M = 4.14) and self-determination (M = 4.12); impact was lowest (M = 3.99).

Table 2. Summary of Descriptive Results

Construct / domain	Rater	M	SD	Source interpretation
Leadership - transformational	Administrator	4.59	0.53	Very great extent
Leadership - transformational	Faculty	4.05	0.94	Great extent
Leadership - participative	Administrator	4.57	0.66	Very great extent
Leadership - participative	Faculty	3.89	0.98	Great extent
Leadership - supportive	Administrator	4.59	0.60	Very great extent
Leadership - supportive	Faculty	3.87	1.07	Great extent
Overall leadership	**Administrator**	**4.58**	**0.60**	**Very great extent**
Overall leadership	**Faculty**	**3.94**	**1.00**	**Great extent**
Affective commitment	Faculty	4.00	0.92	Great extent
Continuance commitment	Faculty	3.71	1.00	Great extent
Normative commitment	Faculty	3.84	0.93	Great extent
Overall organizational commitment	**Faculty**	**3.85**	**0.95**	**Great extent**
Meaning	Faculty	4.19	0.84	Great extent
Competence	Faculty	4.14	0.81	Great extent
Self-determination	Faculty	4.12	0.77	Great extent
Impact	Faculty	3.99	0.90	Great extent
Overall psychological empowerment	**Faculty**	**4.11**	**0.83**	**Great extent**
Supervision - planning/guidance	Administrator	4.46	0.64	Very great extent
Supervision - planning/guidance	Faculty	3.97	0.91	Great extent
Supervision - monitoring/evaluation	Administrator	4.58	0.52	Very great extent
Supervision - monitoring/evaluation	Faculty	3.87	0.99	Great extent
Supervision - feedback/coaching	Administrator	4.50	0.61	Very great extent
Supervision - feedback/coaching	Faculty	3.96	0.99	Great extent
Supervision - professional development	Administrator	4.49	0.78	Very great extent
Supervision - professional development	Faculty	3.91	0.98	Great extent
Supervision - support/collaboration	Administrator	4.50	0.63	Very great extent
Supervision - support/collaboration	Faculty	3.77	1.00	Great extent
Overall instructional supervision	**Administrator**	**4.50**	**0.64**	**Very great extent**
Overall instructional supervision	**Faculty**	**3.90**	**0.98**	**Great extent**

The largest descriptive discrepancies occurred in supportive leadership (administrator M = 4.59, faculty M = 3.87; unadjusted mean gap = 0.72) and supervision support/collaboration (administrator M = 4.50, faculty M = 3.77; unadjusted mean gap = 0.73). These gaps may motivate qualitative follow-up but their statistical significance cannot be inferred from the reported data. Comparisons could also reflect self-rating versus other-rating differences, respondent composition, and institution-level clustering.

B. Organizational Commitment as a Predictor

The component model predicting psychological empowerment from affective, continuance, and normative commitment was significant, $F(3,116) = 22.188$, $p < .001$, with $R = .604$ and $R^2 = .365$. Normative commitment was the strongest independent predictor ($\beta = .509$, $p < .001$), followed by affective commitment ($\beta = .253$, $p = .005$). Continuance commitment was negative and nonsignificant ($\beta = -.132$, $p = .185$). When overall organizational commitment was entered as a single predictor, it was associated with psychological empowerment ($\beta = .529$, $p < .001$; $R^2 = .280$).

The same pattern appeared when instructional supervision was the outcome. The component model was significant, $F(3,116) = 19.075$, $p < .001$, $R = .575$, $R^2 = .330$. Normative commitment again showed the strongest independent coefficient ($\beta = .460$, $p < .001$), affective commitment was significant ($\beta = .239$, $p = .009$), and continuance commitment was nonsignificant ($\beta = -.079$, $p = .439$). Overall organizational commitment alone predicted instructional supervision ($\beta = .520$, $p < .001$; $R^2 = .270$).

Table 3. Regression Models for Organizational Commitment

Outcome	Predictor	B	SE	β	t	p	95% CI for B
Psychological empowerment	Affective commitment	.195	.068	.253	2.880	.005	[.060, .330]
	Continuance commitment	-.089	.067	-.132	-1.334	.185	[-.222, .044]
	Normative commitment	.400	.086	.509	4.626	<.001	[.230, .570]
Instructional supervision	Affective commitment	.225	.085	.239	2.651	.009	[.057, .393]
	Continuance commitment	-.065	.084	-.079	-.776	.439	[-.231, .101]
	Normative commitment	.441	.108	.460	4.072	<.001	[.227, .655]

C. Leadership Practices as Predictors

Leadership dimensions jointly predicted psychological empowerment, $F(3,116) = 10.691$, $p < .001$, $R = .465$, $R^2 = .217$. Transformational leadership was the only significant independent leadership dimension ($\beta = .345$, $p = .001$). Participative leadership ($\beta = .006$, $p = .970$) and supportive leadership ($\beta = .174$, $p = .226$) were not significant after the other leadership dimensions were controlled. Overall leadership practices entered alone were associated with psychological empowerment ($\beta = .439$, $p < .001$; $R^2 = .193$).

For instructional supervision, the leadership component model was significant, $F(3,116) = 14.547$, $p < .001$, $R = .523$, $R^2 = .273$. Supportive leadership had the largest independent coefficient ($\beta = .568$, $p < .001$), followed by transformational leadership ($\beta = .258$, $p = .012$). Participative leadership was negative but did not reach the .05 level ($\beta = -.277$, $p = .067$). Overall leadership entered alone was positively associated with instructional supervision ($\beta = .463$, $p < .001$; $R^2 = .214$). The nonsignificant participative coefficient should not be interpreted as evidence that participation is unimportant; the component model estimates its

unique contribution after substantial overlap with the other leadership dimensions is controlled.

Table 4. Regression Models for Leadership Practices

Outcome	Predictor	B	SE	β	t	p	95% CI for B
Psychological empowerment	Transformational	.251	.076	.345	3.286	.001	[.100, .402]
	Participative	.004	.112	.006	.037	.970	[-.218, .226]
	Supportive	.108	.089	.174	1.216	.226	[-.068, .284]
Instructional supervision	Transformational	.229	.090	.258	2.545	.012	[.051, .407]
	Participative	-.243	.132	-.277	-1.850	.067	[-.504, .018]
	Supportive	.432	.105	.568	4.129	<.001	[.224, .640]

D. Indirect Effects Through Psychological Empowerment

For the leadership model, leadership practices were associated with psychological empowerment (B = .343, p < .001), and psychological empowerment was associated with instructional supervision while controlling for leadership (B = .483, p < .001). The direct effect of leadership on supervision remained significant (B = .276, p < .001). The reported indirect effect was B = .166 (SE = .047), with a 95% CI of [.072, .288], which excluded zero. The total effect was B = .442. Thus, the statistical pattern is consistent with partial mediation. The indirect effect represented approximately 37.6% of the reported total association (.166/.442), a descriptive decomposition rather than a causal proportion.

For organizational commitment, commitment was associated with psychological empowerment (B = .477, p < .001), and empowerment was associated with instructional supervision controlling for commitment (B = .420, p < .001). The direct effect remained significant (B = .371, p < .001). The reported indirect effect was B = .200 (SE = .059), 95% CI [.078, .351], and the total effect was B = .571. This is also consistent with partial mediation; the indirect component was approximately 35.0% of the total reported association (.200/.571).

Table 5. Mediation Results

Predictor	Effect	B	SE	t / z	p	95% CI
Leadership practices	a: Predictor → empowerment	.343	.065	5.313	<.001	—
	b: Empowerment → supervision	.483	.102	4.738	<.001	—
	Direct effect (c')	.276	.080	3.455	<.001	—
	Indirect effect (ab)	.166	.047	3.536	<.001	[.072, .288]
	Total effect (c)	.442	.078	5.670	<.001	—
Organizational commitment	a: Predictor → empowerment	.477	.070	6.777	<.001	—
	b: Empowerment → supervision	.420	.107	3.933	<.001	—
	Direct effect (c')	.371	.096	3.861	<.001	—
	Indirect effect (ab)	.200	.059	3.401	<.001	[.078, .351]
	Total effect (c)	.571	.086	6.611	<.001	—

Discussion

The results support a differentiated rather than generic account of leadership and commitment in private HEIs. Although all leadership dimensions were rated positively at the descriptive level, they did not show equivalent independent associations in the multivariable

models. Transformational leadership was the central leadership correlate of psychological empowerment, whereas supportive leadership was the strongest independent correlate of instructional supervision. This separation is theoretically coherent. Transformational leadership primarily addresses meaning, confidence, aspiration, and development [7]–[9], which map closely onto psychological empowerment. Supportive leadership, in contrast, is directly experienced through accessibility, assistance, fairness, concern, and encouragement—behaviors that can determine whether supervision feels developmental or punitive.

The finding that transformational leadership predicted psychological empowerment is consistent with prior mediation research. Avolio et al. demonstrated that psychological empowerment can carry part of the relationship between transformational leadership and organizational commitment [22]. Huang et al. found a similar pattern among university faculty [23]. Teacher research likewise shows that empowering leadership behaviors are associated with teachers' psychological empowerment [24], [25]. The current result extends that logic to a private-HEI supervision context: leadership that gives direction and supports professional growth is statistically linked to the faculty motivational state through which supervision may be experienced more positively.

Supportive leadership's comparatively large standardized coefficient for instructional supervision ($\beta = .568$) deserves particular attention. Faculty supervision involves potentially sensitive activities—observation, evaluation, feedback, coaching, and discussion of performance. A technically sound supervisory system may therefore underperform if faculty do not experience interpersonal support and psychological safety. Developmental supervision literature consistently emphasizes dialogue, coaching, and trust rather than punitive monitoring [4]–[6], [35]. Philippine findings that supervision practices relate to teacher efficacy [33] and recent private-HEI research emphasizing context-sensitive supervision needs [32] reinforce this interpretation.

Participative leadership was positively rated descriptively but was nonsignificant in both multivariable models; its coefficient for instructional supervision was negative after transformational and supportive leadership were controlled. This should not be read as evidence against participation. The reported VIF for participative leadership was 3.149, which does not indicate severe multicollinearity but does show that the leadership dimensions share meaningful variance. In such models, a coefficient represents the unique contribution of participation after the motivational and supportive elements common to the other dimensions have been removed. Research on school leadership increasingly stresses combinations of practices rather than isolated labels [1], and higher-education leadership scholarship similarly warns against interpreting complex institutional leadership through a single frame [28].

The organizational-commitment findings are equally differentiated. Normative commitment was the strongest commitment predictor of both psychological empowerment and supervision; affective commitment was also significant, whereas continuance commitment was not. This pattern fits the theoretical distinction among the three forms of commitment [12]–[14]. Faculty who identify with their institution or feel responsible for its success may be more inclined to invest psychologically in teaching and professional improvement. Remaining because departure is costly or alternatives are limited does not necessarily create meaning, autonomy, competence, or openness to feedback. Meta-analytic and integrative work has similarly found more favorable consequences for affective and normative commitment than for continuance commitment [14], [15].

The source's descriptive results add an important multi-rater layer to these regression findings. Administrators rated their leadership practices and supervision more highly than faculty members did in every aggregated domain. The gap was especially visible for supportive leadership and for support/collaboration within supervision. Prior teacher-empowerment research shows that teachers' perceptions of leaders' empowering behavior matter for psychological empowerment [24], [25]. Therefore, leadership quality cannot be inferred from leader intention alone. The practical issue is whether faculty members consistently experience the support, openness, and collaboration that leaders believe they are providing.

The lowest faculty empowerment dimension was impact (M = 3.99). This result is noteworthy alongside the descriptive weakness in participative and supportive experiences. Psychological empowerment theory treats impact as the belief that one's actions can influence organizational outcomes [16]–[19]. In the Philippine HEI context, Tindowen also found that teacher empowerment was generally high while decision-making opportunities and autonomy remained areas for attention [31]. The current pattern therefore suggests that faculty development should not be limited to improving individual competence; institutions should also create credible channels through which faculty expertise influences academic policy, supervision design, curriculum decisions, and improvement priorities.

The reported indirect effects suggest that psychological empowerment is statistically situated between faculty-reported leadership or commitment and instructional supervision. The indirect components were 0.166/0.442 = 37.6% for leadership and 0.200/0.571 = 35.0% for commitment. These figures quantify the decomposition within the fitted models and must not be interpreted as proportions of a causal effect. All constructs were measured concurrently from faculty responses, and potential reverse causality, omitted variables, and common-method variance cannot be ruled out [36], [37], [43].

Despite this limitation, the pattern is consistent with the wider empowerment literature. Meta-analysis shows that leadership and supportive work contexts are antecedents

of psychological empowerment and that empowerment is associated with commitment and performance [19]. IEEE research outside education also identifies psychological empowerment as a consequential factor in performance-oriented settings [29]. For private HEIs, this suggests that supervision reform should not be designed merely as a new observation schedule or evaluation form. It should be implemented within a leadership and organizational environment that gives faculty meaning, competence, autonomy, and real influence.

Implications for An Instructional Supervision Framework

The proposed framework combines empirical correlates with prospective institutional actions. The reported faculty regression or indirect-effect estimates support transformational leadership, supportive leadership, affective and normative commitment, and psychological empowerment. Supervisor coaching, faculty participation, feedback loops, and institutional alignment are implementation proposals rather than separately tested effects. Figure 1 distinguishes the reported statistical pathways from practical recommendations; Table VI summarizes the corresponding improvement strategies. The framework is not a validated causal or structural-equation model.

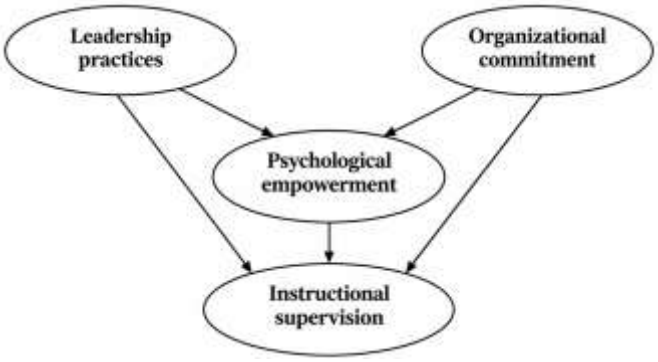


Fig. 1. Conceptual representation of the reported associations

Table 6. Evidence-Informed Supervision Framework For Private HEIs

Anchor	Empirical basis	Recommended institutional practice	Expected proximal outcome
Transformational leadership	Predicted empowerment (β=.345) and supervision (β=.258).	Clarify academic purpose; model professional standards; recognize innovation; connect supervision to faculty growth plans.	Greater meaning, confidence, and developmental orientation.
Supportive leadership	Strongest leadership predictor of supervision (β=.568).	Train supervisors in coaching, respectful feedback, accessibility, conflict support, and follow-up assistance.	Supervision experienced as supportive rather than punitive.
Affective and normative commitment	Both predicted empowerment and supervision; normative was strongest.	Build belonging and institutional identification through fair recognition, transparent goals, professional	Commitment grounded in attachment and responsibility rather than necessity.

Anchor	Empirical basis	Recommended institutional practice	Expected proximal outcome
		opportunities, and mission-based participation.	
Psychological empowerment	Significant indirect effect in both models; impact was the lowest empowerment domain.	Expand faculty discretion, decision influence, curriculum voice, peer leadership, and recognition of contributions.	Meaning, competence, self-determination, and perceived impact.
Developmental supervision	Faculty rated support/collaboration lower than administrators did.	Use pre-observation goal setting, evidence-based observation, post-observation coaching, peer learning, and individualized development plans.	More credible, collaborative, and improvement-oriented supervision.
Perception alignment	Administrator ratings exceeded faculty ratings across all leadership and supervision domains.	Collect anonymous faculty feedback on supervision; compare self-ratings with faculty ratings; use 360-degree leadership development.	Reduced gap between intended and experienced leadership practice.

Implementation should begin with supervisor development rather than with additional monitoring requirements. The data suggest that supportive and transformational behavior are more consequential than simply increasing participative procedures. Supervisors should therefore learn how to communicate purpose, provide credible instructional feedback, coach faculty, and respond to professional needs. Participation remains important, but it should be structured around substantive academic decisions rather than treated as consultation for its own sake.

Second, the framework should explicitly distinguish commitment based on attachment and responsibility from commitment based on the costs of leaving. Continuance commitment was not a significant predictor in either component model. Retention strategies based primarily on scarcity of alternatives or financial dependence may keep faculty in place without strengthening empowerment or developmental engagement. In contrast, recognition, professional growth, transparent institutional direction, and meaningful faculty roles can reinforce affective and normative bonds.

Third, faculty impact should be treated as an institutional outcome of supervision. Faculty members rated meaning, competence, and self-determination more highly than impact. A supervision framework that asks faculty to improve teaching while giving them little influence over academic decisions risks creating a one-directional accountability system. Involving faculty in curriculum review, peer mentoring, professional-learning communities, and the design of supervision criteria can make empowerment operational rather than rhetorical.

Finally, the administrator–faculty perception gaps should be monitored as a quality indicator. A high administrator self-rating cannot substitute for faculty experience. Periodic

anonymous surveys, structured post-supervision feedback, and multi-source leadership assessment can reveal whether supportive intentions are being translated into consistent supervisory practice. This emphasis is compatible with contemporary higher-education leadership approaches that call for adaptive, multidimensional leadership capabilities [27], [28].

Limitations and Future Research

First, the study is cross-sectional. Regression coefficients and indirect effects cannot establish temporal order; therefore, claims that leadership or commitment causes empowerment or supervision should be avoided. Longitudinal designs that measure leadership and commitment before empowerment and supervision would provide stronger evidence for mediation.

Second, the inferential analyses rely on faculty perceptions of leadership, commitment, empowerment, and supervision collected in the same survey. This creates a risk of common-method bias [43]. Future studies should combine faculty surveys with administrator data, independently rated supervision quality, classroom-observation evidence, objective professional-development records, and student or peer outcomes.

Fifth, the five HEIs are located within a single geographically distinctive province. Total enumeration improves coverage of the local target population but does not justify generalization to all Philippine private HEIs. Replication across regions, institution sizes, religious/secular systems, and public universities is needed.

Finally, future models should test whether leadership dimensions remain significant after controlling for institutional characteristics, faculty tenure, employment status, workload, and professional-development access. Structural equation modeling with latent variables could examine the full theoretical model and reduce measurement error, provided an adequately powered sample is available [41].

Conclusion

This study shows that leadership, organizational commitment, psychological empowerment, and instructional supervision are related but not interchangeable elements of the organizational environment of private HEIs. Transformational leadership was the leadership dimension most clearly associated with faculty psychological empowerment, while supportive leadership was the strongest independent leadership correlate of instructional supervision. Within organizational commitment, normative and affective commitment were significant predictors, whereas continuance commitment was not. Psychological empowerment showed significant indirect effects linking both leadership and commitment

with supervision while direct effects remained, a pattern consistent with partial statistical mediation.

The results also reveal a practical tension that is easily obscured by favorable mean scores: administrators consistently viewed their leadership and supervision more positively than faculty members did, especially in supportive leadership and support/collaboration. A defensible instructional-supervision framework should therefore focus not only on what administrators intend to provide but on what faculty actually experience. For private HEIs in resource-constrained or geographically peripheral settings, developmental supervision is most likely to be credible when leadership provides purpose and support, faculty commitment is grounded in attachment and responsibility, and faculty members experience meaningful autonomy and influence.

Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

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