



RONALD GANIBAN, RENE R. BELECINA & JOSE M. OCAMPO, JR.

Antecedents of Teacher Empowerment

ABSTRACT: Empowerment of teachers in the school setting is a vital instrument to meet the success in the attainment of the institution's mission and vision. Moreover, empowered teachers can do innovation to further develop the existing limitations of the school curriculum, uplift school standards, and transform students to be well-rounded individual in the society. In addition, teachers who are empowered increase their morale and become proud of the so called noblest profession. The main objective of this study was to describe the level of empowerment of teachers in terms of individual and institutional dimensions. It also attempted to identify the antecedents of teacher empowerment. The study utilized the descriptive method of research. The participants of the study were 90 Teachers and 10 Department Heads in a Public School in the Division of Makati in the Philippines. The data were gathered using the Teacher Empowerment Scale developed and validated by Guillermo Roman, Jr. (2001). Data were analyzed using the mean, t-test, and one-way ANOVA (Analysis of Variance). Findings reveal that teachers' level of empowerment under individual dimension, which includes knowledge, value, and action, is strongly felt. Likewise, the level of teacher empowerment in the institutional dimension, which includes clarity, attitude and behavior, recognition, communication, management in the workplace, and participation is strongly felt, with the exception on fairness, teachers' level of empowerment is somewhat felt. It was also found out that length of service, educational attainment, and position are not antecedents of teachers' individual empowerment. However, they are found to be antecedents of some components of teachers' institutional empowerment.

KEY WORDS: Teacher Empowerment; Individual Empowerment; Institutional Empowerment.

INTRODUCTION

Empowerment is not a new concept that strikes in the different field nowadays, particularly in the world of education. It has been an issue for a couple of decades now. But still, the concept has not yet totally realizes nor exercises. In the field of education, power is always exercise by the top managers, while others remain to be followers. The teachers receive the end string of power from their

superior and given less participation in terms of planning, monitoring, and executing. Their authority is handcuff to the so called standards that limits the full potentials of the teachers to excel in their chosen field or career (IEAB, 2008; Cook, 2009; and GEMR, 2018).

"Two heads are better than one", an adage that could attest that sharing responsibility, sharing of powers bring a more goal oriented relationship in a group. Empowering one

About the Authors: Ronald Ganiban, M.Ed. is a Teacher at the General Pio Del Pilar National High School in the Philippines. Rene R. Belecina, Ph.D. is a Professor at the College of Graduate Studies and Teacher Education Research in PNU (Philippine Normal University), Manila, the Philippines. Jose M. Ocampo, Jr., Ph.D. is a Professor at the College of Teacher Development, Faculty of Education Sciences PNU in Manila, the Philippines. Corresponding authors: ronald.ganiban@yahoo.com, rbelecina@yahoo.com, and juno_6970@yahoo.com

Suggested Citation: Ganiban, Ronald, Rene R. Belecina & Jose M. Ocampo, Jr. (2019). "Antecedents of Teacher Empowerment" in EDUCARE: International Journal for Educational Studies, Volume 11(2), February, pp.89-108. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI with ISSN 1979-7877 (print) and ISSN 2621-587X (online).

Article Timeline: Accepted (November 10, 2018); Revised (December 27, 2018); and Published (February 28, 2019).

another in the institution to do the task will most likely resulted to the attainment of objectives and goals. Moreover, empowering one another gives other the chance to impart their wisdom, knowledge, and skill that has been hidden due to less opportunity or waiting for the moment to share it with others. Thus, empowerment brings smooth relationship among members in the group (Longwell-McKean, 2012; Ledesma & Joyas, 2015; and Alosaimi, 2016).

Some concerned individuals and groups in both education and non-educational sectors feel the increasing need for teachers' empowerment. The concern seems not only to be justifiable, but also necessary in an effort to find a more workable; and lasting solution to the problem of deteriorating quality of education and lack of wide participation of teachers in the field. It is felt that the teachers should be given more opportunity to participate in decision making and in other activities that would give more freedom to think and act on matters that concern them personally and that of their job (Ibrahim & Alkire, 2007; WDR, 2013; and Stromquist, 2018).

Another expectation in the empowerment process is the need to address the financial needs of the educators. It is sad to note that the while the 1987 Philippine Constitution, Article XIV, Section 3, Paragraph 4, provides that:

[...] the State shall give the highest budget priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfilment (cited in Vera, 2017).

Yet many teachers are forced by circumstances to borrow money from loan sharks, do moonlighting, and even work as domestic helper just to augment their meagre income. Thus, the teachers cannot situate themselves in the education process. Everybody tells them that they are important, but realities prove otherwise (Ibrahim & Alkire, 2007; WDR, 2013; and Stromquist, 2018).

Empowerment of teachers in the school setting is a vital instrument to meet the success in the attainment of the institution's mission and vision. Moreover, empowered

teachers can do innovation to further develop the existing limitations of the school curriculum, uplift school standards, and transform students to be well-rounded individual in the society. In addition, teachers who are empowered increase their morale and become proud of the so called noblest profession. On the other hand, less empowered teachers delivers low result, low students' performance, and inactive in the participation of the school programs that could affect the overall standing or performance of the school (Lazaro, 2011; Perso, 2012; and Greier & Gouvea eds., 2017).

The insight from these observations was the impetus to contemplate a study that looked into the antecedents of empowerment of teachers in the institution. The findings of this study may help educational managers to reflect on their management style and look up to the factors contributing to the full participation that lead to empowering of teachers in the field whether individual or institutional (*cf* Bolden, 2010; Ryan, 2010; and MacBeath, 2012).

Conceptual Framework. This study was anchored on R. Kanter (1977)'s *Theory of Structural Empowerment*, which focuses on the structures within the organization rather than the individuals' own qualities (Kanter, 1977). In this context, R. Kanter (1977) and other scholars believed that leader's power will grow by sharing the power through empowering others as a result; leaders will realize increased organizational performance. They identified two systematic sources of power that exist in organizations, these are formal and informal power. Formal power accompanies high jobs and requires a primary focus on independent decision making. Informal power comes from building relationships and alliances with peers and colleagues (Kanter, 1977; O'Brien, 2010; and Mota, 2015).

There are six conditions required for empowerment to that takes place according to R. Kanter (1977) and other scholars, these are: opportunity for advancement; access to information; access to support; access to resources; formal power; and informal power (Kanter, 1977; Martin, 2010; and Wong & Laschinger, 2012).

To further support R. Kanter (1977)'s theory, contingency approaches to leadership of managers can be associated to increase the level of empowerment among members in the institution. Such contingency models were: Fred E. Fieldler (1967)'s *Contingency Model*; Victor H. Vroom & Arthur G. Jago (1988)'s *Leader Participation Model*; Robert J. House (1996)'s *Path-Goal Leadership Theory*; and P. Hersey, K. Blanchard & D. Johnson (2008)'s *Situational Leadership Model*. These approaches to leadership can improve the management style of a leader depending on the situation or group of individual being manage or work with. It also suggested in the different contingency approaches the level of participation of the members to achieve specific objectives or goals (cf Fieldler, 1967; Kanter, 1977; Vroom & Jago, 1988; House, 1996; and Hersey, Blanchard & Johnson, 2008).

The study also banked on the *Behavioural Management Approaches*, because empowerment is not only influenced by management style used by leaders, but also humanitarian purpose or good human relationship (Frischer, 2006; and Northouse, 2013). In M. Parker Follett (1918)'s approach, she describes organizations as communities within which people combined talents to work for a greater good (Follett, 1918). The *Human Resource Theory* of Hawthorne, as cited in Elton Mayo (1949) and Ozgur Onday (2016), on the other hand, suggested that work behavior is influenced by social and psychological forces and that work performance may be improved by better human relations (Mayo, 1949; and Onday, 2016).

Likewise, Abraham H. Maslow (1943 and 1971) stated that self-fulfilment can be experienced by individual through fulfilment of the each level in hierarchy of needs (Maslow, 1943 and 1971). Moreover, D. McGregor (1966) suggested that managers should shift into "*Theory Y*" thinking, which views individual as independent, responsible, and capable of self-direction (McGregor, 1966). And also, C. Argyris (1957)'s *Theory of Personality* pointed out that people in the work place are adults and may react when constrained by strict management practices and rigid organizational structures (cf Argyris,

1957; and Schermerhorn, Jr., 2008).

Another theory that supports empowerment is the *Theory of Motivation*. A motivated individual has high sense of commitment, direction, and participation in the organization. According to J.S. Adams (1965)'s *Equity Theory*, social comparisons take place when rewards are distributed in the workplace. People who feel inequitably treated are motivated to act in ways that reduce the sense of inequity; person conceived negative inequity may result in some working less hard in the future (cf Adams, 1965; Adams & Freedman, 1976; and Kabanoff, 1991).

Another is the *Law of Effect*, which states that the behavior followed by a pleasant consequence is likely to be repeated; behavior followed by an unpleasant consequence is unlikely to be repeated (Berridge, 2001; and Schunk, 2012). And lastly employing *Positive Reinforcement* will work best, when applied according to the law of contingent and immediate reinforcement (Baron & Galizio, 2005; and Schermerhorn, Jr., 2008).

Guillermo Roman, Jr. (2001), and other scholars, identified factors that could lead to empowerment of the academicians in the educational institution. They found out that teacher empowerment consists of two dimensions, these are: individual empowerment and institutional empowerment. Individual empowerment consists of three components, which are: knowledge, value, and action. Institutional dimension, on the other hand, consists of eight components, which are: clarity of purpose, attitude, behavior, recognition, fairness, communication, management in the workplace, and participation (Roman, Jr., 2001; Calves, 2009; and Kimwarey, Chirure & Omondi, 2014).

In the field of education, empowering the teachers may result to their greater involvement in different programs or activities. In turn, this may produce or increase the level of productivity in terms of students' performance in National Achievement Test, National Career Assessment Examination, or other performance assessment of teachers and the school (Mulford, 2003; and Nicolas-Victorino, 2011).

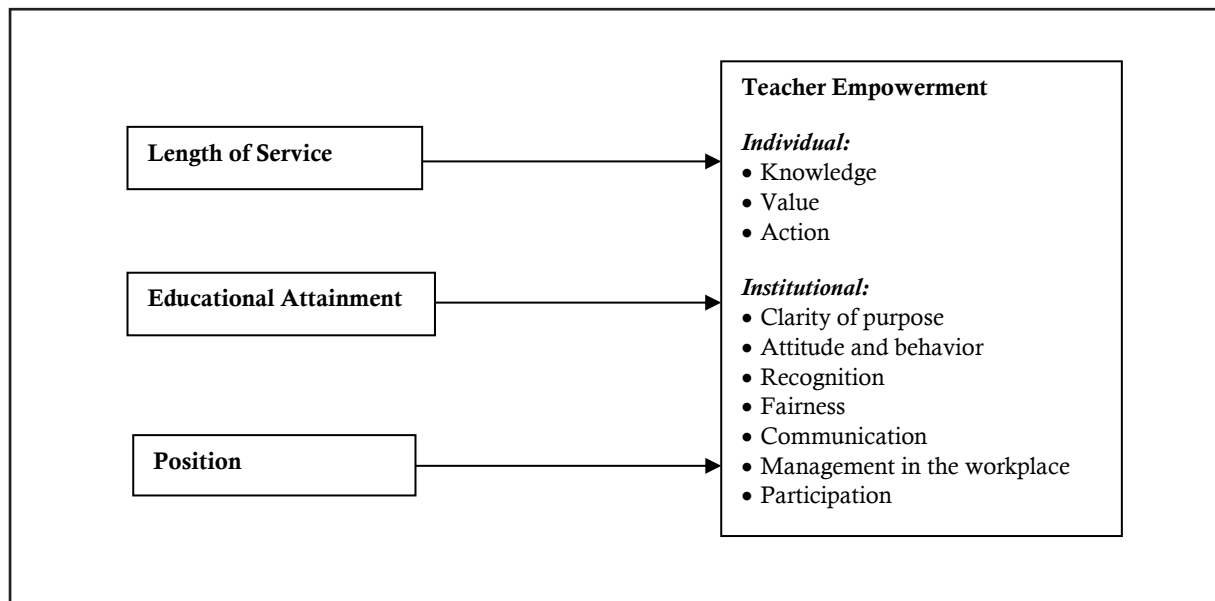


Figure 1:
Conceptual Paradigm of the Study

The conceptual paradigm of the study is shown in figure 1. Individual empowerment consists of three components, which are: knowledge, value, and action. Institutional empowerment, on the other hand, consists of eight components, which are: clarity of purpose, attitude, behavior, recognition, fairness, communication, management in the workplace, and participation. Experience, educational attainment, and position are hypothesized to be antecedents of teachers' empowerment (Boonyarit, Chomphupart & Arin, 2010; and Seibert, Wang & Courtright, 2011).

Statement of the Problem. This study attempted to identify the antecedents of teacher empowerment in a Public Secondary School in Makati City, the Philippines. Moreover, it sought answers to the following questions: (1) What is the level of individual empowerment of teachers in terms of the following components: knowledge, value, and action; (2) Are there significant differences in the level of individual empowerment among the teachers, when grouped according to the following variables: years of service, educational attainment, and position; (3) What is the level of institutional empowerment of teachers in terms of the following components: clarity of purpose,

attitude and behavior, recognition, fairness, communication, management of workplace, material provisions, and participation; and (4) Are there significant differences in the level of the institutional empowerment of teachers, when they are grouped according to the following variables: experience, educational attainment, and position.

METHODS

Research Design. This study used the descriptive survey research design, which involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. The descriptive method was utilized in this study, because it aimed to identify and describe the existing antecedents of teacher empowerment in a Public Secondary School (Cronholm & Hjalmarsson, 2011; Smith, 2012; and al-Kindy, Shah & Jusoh, 2016).

Participants of the Study. The participants of this study were all Teachers in a Public High School in Makati City, the Philippines. One hundred Faculty Members participated in the study. Table 1 shows the distribution of the participants according to Departments.

Research Instrument. The following research instrument was utilized in this

Table 1:
Distribution of the Participants According to Department

Department	Number of Participants	Percent
English	15	15%
Filipino	15	15%
Mathematics	15	15%
Science	15	15%
<i>Araling Panlipunan</i>	12	12%
T.L.E	12	12%
MAPEH	8	8%
Values	8	8%
Total	100	100%

Table 2:
Distribution of Items in the Teacher Empowerment Scale

Subtopics	Number of Items
A. Teacher's Personal Profile:	6
B. Institutional Empowerment Climate:	
1. <i>Clarity of Purpose</i>	9
2. <i>Attitude and Behavior</i>	17
3. <i>Fairness</i>	7
4. <i>Recognition</i>	5
5. <i>Communication</i>	11
6. <i>Management in the Work Place</i>	15
7. <i>Participation</i>	12
C. Individual Empowerment Climate:	
1. <i>Knowledge</i>	5
2. <i>Value</i>	12
3. <i>Action</i>	8
Total	107

study, namely *Teacher Empowerment Scale*. This instrument was developed and validated by Guillermo Roman, Jr. (2001) measures the level of teacher empowerment. The questionnaire has three parts. The first part determines the personal profile of teachers, such as name, area of specialization, length of service, educational attainment, and position. The second part measures the level of teacher empowerment on institutional dimension. It consists of seven components with a total of 76 items. The third part of the instrument measures teacher empowerment on individual dimension. It has three components with a total of 25 items (Roman, Jr., 2001).

Table 2 shows the distribution of items in the questionnaire by components.

As shown in the table 2, there were six questions for the personal profile of the teachers, seventy six questions on institutional dimension, and twenty five questions on individual

empowerment. The empowerment levels were measured in terms of institutional and individual empowerment climate. Each item in the questionnaire measures the level of teacher empowerment in a public secondary school.

Each item in the questionnaire is a four-point Likert-scale item, wherein the teachers responded to it by indicating the empowerment they feel being described by the item (Anastasi & Urbina, 1997; Roman, Jr., 2001; and al-Kindy, Shah & Jusoh, 2016). See table 3.

Data Gathering Procedure. The data gathering procedure followed two stages, namely: (1) Preparation Stage; and (2) Administration Stage. The procedures on each stage are presented as follows:

Preparation Stage. A letter of permission to conduct the study was prepared and handed out personally to the Schools Division Superintendent. After the Superintendent

Table 3:
A Four-Point Likert-Scale Item

Numerical Description	Verbal Description
4	Very Strongly Felt
3	Strongly Felt
2	Somewhat Felt
1	Not Felt

Table 4:
Level of Teachers' Individual Empowerment

Indicators	Mean Score	Verbal Description	Rank
1. Action	3.41	Strongly felt	1
2. Value	3.08	Strongly felt	3
3. Knowledge	3.35	Strongly felt	2
Overall	3.41	Strongly felt	

signed the letter, it was presented to the Principal of the target institution.

Administration Stage. After the permission was granted, the questionnaire was distributed to the Teachers. The Assistance of the Heads of the Departments of the different subject areas for the proper distribution of questionnaires was sought. The accomplished questionnaires were retrieved immediately as soon as they were completed.

Data Analysis Procedure. The following statistical tools were used to analyze the data. Firstly, the *Means* and the *Standard Deviations* were used to describe the level of teacher empowerment both in the individual and institutional dimensions. Secondly, the *One-Way Analysis of Variance* was used to determine if there is a significant difference among the levels of teacher empowerment, when the respondents are grouped according length of service and educational attainment. Thirdly, the *t-Test of Independent Samples* was used to determine if there is significant difference between the level of teacher empowerment, when the respondents are grouped according to position (*cf* Creswell, 2009; Yin, 2009; and Jamie, 2012).

RESULTS AND DISCUSSION

Level Individual Empowerment of Teachers.

Table 4 shows the level of teachers' individual empowerment on action, knowledge, and value. As can be seen from the table, all indicators of individual empowerment are

strongly felt by the teachers. This means that the teachers are aware of their rights and ready to fight for these if needed.

Teachers are empowered in the institution, because of their awareness and exercise of their rights. Richard L. Daft (2000), and other scholars, explained that empowerment means giving employee the power, freedom, knowledge, and skill to make decisions and perform effectively (Daft, 2000; Saremi, 2015; and Paynevandy, 2016). In addition, Gene I. Maeroff (1988); Bruce Romanish (1993); and Nafiseh Rafiei & Fereshte Davari (2015) stated that increasing the knowledge and ability of the teachers will increase their power (Maeroff, 1988; Romanish, 1993; and Rafiei & Davari, 2015). This is also supported by the comment of one of the teachers in Filipino Department, as following here:

I am empowered if all my rights are respected by my superiors and peers. My rights give me the power to do my task and duties; so, I can perform my job without thinking of what others will say (interview with Respondent A, 3/7/2018).

The result also implies that the teachers are willing to accept their shortcomings or mistakes, and they are willing to be corrected if necessary. On the other hand, teachers' morale is affected by low recognition to their achievements and contributions in the institution (*cf* Mulford, 2003; Grossman, 2004; and Robinson, 2010).

Milwida Guevarra (2001), and other

Table 5:
One-Way ANOVA for the Comparison of the Level of Teachers' Individual Empowerment
When Grouped According to Length of Service

Item	Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Interpretation
Knowledge	Between Groups	1.21	3	0.40	0.18	0.909	Not significant
	Within Groups	214.50	96	2.23			
	Total	215.71	99				
Value	Between Groups	169.69	3	56.56	2.22	0.091	Not significant
	Within Groups	2 449.95	96	25.52			
	Total	2619.64	99				
Action	Between Groups	24.41	3	8.14	1.31	0.276	Not significant
	Within Groups	597.30	96	6.22			
	Total	621.71	99				

Table 6:
One-Way ANOVA for the Comparison of the Level of Teachers' Individual Empowerment
When Grouped According to Educational Attainment

Item	Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Interpretation
Knowledge	Between Groups	1.75	2	0.87	0.40	0.674	Not significant
	Within Groups	213.96	97	2.21			
	Total	215.71	99				
Value	Between Groups	35.92	2	17.96	0.67	0.512	Not significant
	Within Groups	2583.72	97	26.64			
	Total	2619.64	99				
Action	Between Groups	9.16	2	4.58	0.73	0.487	Not significant
	Within Groups	612.55	97	6.32			
	Total	621.71	99				

scholars, explained that when teachers are deprived of the opportunity to participate in decision-making and dissatisfied with some policies and programs of school managers at different levels, they lose their self-esteem and enthusiasm to perform their role the best they can (Hayes, 1994; Guevarra, 2001; and Canaya, 2008).

Comparison of the Level of Teachers' Individual Empowerment When Grouped According to Length of Service, Educational Attainment, and Position. Table 5 shows the result of the one-way ANOVA (Analysis of Variance) for the comparison of the level of teachers' individual empowerment, when grouped according to length of service. The table shows that there is no significant difference among the levels of teachers' individual empowerment on the three components: knowledge, value, and action. This means that length of service is not a factor to that affects teachers' level of individual empowerment.

Moreover, experience is not a guarantee of how a teacher is empowered in the institution.

According to Guillermo Roman, Jr. (2001), and other scholars, empowerment is about participation and involvement. No participation, no empowerment. In addition, seniority is resented when an incompetent individual uses it as an excuse to ignore his/her responsibilities, resists change, and refuses to upgrade one's skills (cf Roman, Jr., 2001; Tremblay & Gutberlet, 2010; and Saremi, 2015).

Table 6 shows the one-way ANOVA (Analysis of Variance) for the comparison of the level of teachers' individual empowerment, when grouped according to educational attainment.

The table 6 clearly shows that there is no significant difference among the levels of teachers' individual empowerment on the three components, when they are grouped according to educational attainment. This means that educational attainment is not a significant factor that affects teachers' empowerment on knowledge, value, and action (cf Mulford, 2003; Guerriero *et al.*, 2015; and Aliakbari & Amoli, 2016).

Table 7 shows the t-test for the

Table 7:
 Results of t-test for the Comparison of the Level of Teachers' Individual Empowerment
 When Grouped According to Position

Dimensions	Mean		Mean Difference	df	t-value		Interpretation
	Head	Faculty			Computed	Critical	
Knowledge	3.35	3.36	0.01	98	.067	1.645	Not significant
Value	3.09	2.99	0.10	98	.672	1.645	Not significant
Action	3.40	3.50	0.10	98	.971	1.645	Not significant

Table 8:
 Level of Teachers' Institutional Empowerment

Components	Mean Score	Description	Rank
Clarity of Purpose	3.31	Strongly felt	1
Attitude and Behavior	3.18	Strongly felt	2
Communication	3.11	Strongly felt	3
Management in workplace	2.98	Strongly felt	4
Participation	2.84	Strongly felt	5
Recognition	2.78	Somewhat felt	6
Fairness	2.54	Somewhat felt	7
Total	2.86	Strongly felt	

comparison of the level teachers' individual empowerment, when grouped according to position. It is evident from the table that there is no significant difference between the level of individual empowerment of the heads and teachers in terms of knowledge, value, and action. This implies that position is not a factor that affects teachers' individual empowerment.

Level of Teachers' Institutional Empowerment. Table 8 presents the summary of levels of teachers' institutional empowerment on the different components.

Based on the overall Mean rating institutional empowerment, *Climate* is strongly felt by the teachers. This means that majority of the components' indicators are essential to teachers' empowerment. Thus, these factors are important antecedents of empowerment in the institution. Teachers gave the highest mean rating to *Clarity of Purpose*. This indicates that the purpose of the institution is clear enough for the faculty members. This means that the teachers are well oriented in the purpose of the institution; thus, knowledge on the mission and vision gives power to the faculty members to do their duties and responsibilities. Moreover, roles and positions are clear to the members; so, everyone is aware of their specific duties to

perform in the organization (Mulford, 2003; Guhao, Jr., 2016; and Lacks, 2016).

Teachers are willing to do their work beyond their scheduled time of work. It also reveals that the teachers are giving importance to the sworn statement under oath, which is willingness to render service in case of exigency of work. In addition, teachers have high regard to work commitment. Teachers have high morale or values regarding their chosen craft. They can extend their precious time just to serve the needs of their students, but these qualities will turn into passiveness and then non-participation to the organization (UP, 2003; and Lawrence & Deepa, 2008).¹

Thus, extrinsic motivation must be employed to eliminate the flame of inactiveness in the institution and strengthen their individual power through discovering new things that can contribute to the betterment of everybody. This agrees to the concept of empowerment, according to Guillermo Roman, Jr. (2001) and other

¹See also, for example, "Improvement of Working and Employment Conditions for Teachers" in *ILO (International Labour Organization): Advancing Social Justice, Promoting Decent Work*. Available online also at: <https://www.ilo.org/ipecc/Partners/Teachers/Improvementofworkingandemploymentconditionsforteachers/lang-en/index.htm> [accessed in Manila, the Philippines: December 7, 2018].

scholars, that a person who enjoys his/her stay in the organization and is eager to contribute to the welfare of the organization (Roman, Jr., 2001; Tsai, 2011; and Stinglhamber *et al.*, 2015).

To highlight the professional agency's manifestations within a temporal continuum, K. Vahasantanen (2015), and other scholars, offered other perspectives of educational changes, both failure and success as well as transformation of identity. Recognition as a component of institutional empowerment is somewhat felt by the teachers. This implies that result of assessment of performance is somewhat felt by the teachers in the institution. They feel that their performance is not recognized by the institution (Zeichner, 2008; Vahasantanen, 2015; and Eckert, Goldman & Wenger, n.y.).

This resulted to low performance and low level of trust to administration. The evaluation is sometimes based on kinship or relatedness of the rater to the one who is being evaluated; thus, it affects the real result of job evaluation (*cf* Vahasantanen, 2015; Binmad & Li, 2018; and Ombanda, 2018). This situation is affirmed by one of the teachers in Physical Education Department, as following here:

Performance is not based on criteria, but it on how you are close to the administration or not. Well, it's their time we can't do something unless we will go with the flow (interview with Respondent B, 10/7/2018).

On this matter, teachers will be more productive if their performance is evaluated objectively regardless of the relationship exists between the evaluator and the one being evaluated. It creates a constructive and professional relationship that aims to further develop one's skills and abilities. As a result, teachers will become empowered on things concerning his/her professional growth and perform the task based on the standard followed by many institutions. Whatever are the views of standards, both in schools and more importantly in teacher education's accreditation, their implementation and promulgation persists (Kusek & Rist, 2004; CCSSO, 2013; and Bourke, Ryan & Ould, 2018).

Empowered teachers are those supported by the leaders and the whole organization in all activities to be undertaken. In this aspect, support (financial or moral) is one of the biggest factors for an individual to excel in his/her performance. In that sense, a person is able to push him/herself to the limit and make this as his/her driving force to bring honor not only to his/her name, but the whole organization that trusted him/her whole heartedly. Thus, empowerment is all about recognizing one's need and wants (Sternberg, 2009; Bourke, Ryan & Ould, 2018; and OECD, 2018).

According to F.B. Soriano (2004), and other scholars, organization works best when teachers' needs are met ample opportunities are provided for participation and shared decision-making. Furthermore, they pointed out that no matter how strong the principal may be, he/she can be helpless under conditions where teachers lack of support and trust, suspicion, indecisiveness, and insecurity in the workplace is the rule rather than expectation (Soriano, 2004; Soriano *et al.*, 2010; Rouf & Mohamed, 2017; and Licorish *et al.*, 2018).

Comparison of the Level of Teachers' Institutional Empowerment of Teachers When are Grouped According to Experience, Educational Attainment, and Position. Table 9 presents the one-way ANOVA (Analysis of Variance) for the comparison of the level of teachers' institutional empowerment, when the grouped according to length of service.

The culture of institutions for teacher education can have its advancement through the in-house community of teacher educator's learning. Likewise, the individuals' learning experience can be influenced by the norm of learning of the institution (Soriano, 2004; Soriano *et al.*, 2010; Tremblay & Gutberlet, 2010; Hadar & Brody, 2018).

The table 9 also shows that there is a significant difference on the level of teachers' institutional empowerment on clarity, attitude and behavior, recognition, communication, management, and participation, when they are grouped according to experience. This means that length of service is a factor that affects teachers' institutional empowerment.

Table 9:
 One-Way ANOVA for the Comparison of the Level of Teachers' Institutional Empowerment
 When Grouped According to Length of Service

Components	Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Interpretation
Clarity	Between	151.25	3	50.42	9.87	0.000	Significant
	Within	490.31	96	5.11			
	Total	641.56	99				
Attitude	Between	437.96	3	145.99	2.96	0.036	Significant
	Within	4740.55	96	49.39			
	Total	5178.51	99				
Fairness	Between	18.52	3	6.17	0.75	0.526	Not significant
	Within	791.48	96	8.25			
	Total	810.00	99				
Recognition	Between	17.65	3	5.88	3.19	0.027	Significant
	Within	177.35	96	1.85			
	Total	195.00	99				
Communication	Between	72.24	3	24.08	3.11	0.030	Significant
	Within	742.35	96	7.73			
	Total	814.59	99				
Management	Between	164.7000	3	54.90	7.42	0.000	Significant
	Within	709.890	96	7.395			
	Total	874.590	99				
Participation	Between	220.632	3	73.54	8.88	0.000	Significant
	Within	794.758	96	8.27			
	Total	1015.390	99				

Moreover, the longer of teacher in service more empowered is the teacher in the institution (Soriano, 2004; Soriano *et al.*, 2010; Lawson, 2011; and Bidabadi *et al.*, 2016).

Table 10 shows the one-way ANOVA (Analysis of Variance) for the comparison of the level of teachers' institutional empowerment, when grouped according to educational attainment. The table shows that there is significant difference among the level of teachers' institutional empowerment on clarity of purpose, communication, management in the workplace, and participation, when the teachers are grouped according to educational attainment. This implies that educational attainment is a factor that affects teachers' institutional empowerment on clarity of purpose, communication, management in the workplace, and participation (Mulford, 2003; Mansfield *et al.*, 2016; Kebritchi, Lipschueatz & Santiago, 2017).

This goes along with the idea that from the very start, to develop graduates with high quality including indicators, such as maintaining enthusiasm for many years, motivation, and commitment as well as enjoying the work and having job satisfaction

experience, are considered teacher education programs' desired outcomes (Mulford, 2003; Han & Yin, 2016; and Mansfield *et al.*, 2016).

However, educational attainment is not a significant factor that affects teachers' institutional empowerment on attitude, fairness, and recognition. Table 11 presents the result of the t-test for the comparison of the level of teachers' institutional empowerment, when they are grouped according to position. The table shows that there is significant difference between level of institutional empowerment of heads and teachers on attitude, communication, and participation. This implies that position is a factor that affects teachers' institutional empowerment on attitude; while on clarity, fairness, and management, heads and teachers are not significantly different (*cf* Brandao, 1995; Henard & Roseveare, 2012; and Killingsworth & Xue, 2015).

Attitude can be considered as antecedent of teacher empowerment in relation to position, because the hierarchy in the institution is a basis for personal and professional relationship. The higher position in the institution, the higher regards to be

Table 10:
One-Way ANOVA for the Comparison of the Teachers' Level of Institutional Empowerment
When Grouped According to Educational Attainment

Components	Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Interpretation
Clarity	Between	110.118	2	55.059	10.05	0.000	Significant
	Within	531.442	97	5.479			
	Total	641.560	99				
Attitude	Between	161.765	2	80.882	1.56	0.215	Not significant
	Within	5016.745	97	51.719			
	Total	5178.510	99				
Fairness	Between	5.645	2	2.823	0.34	0.712	Not significant
	Within	804.355	97	8.292			
	Total	810.00	99				
Recognition	Between	7.774	2	3.887	2.01	0.139	Not significant
	Within	187.226	97	1.930			
	Total	195.000	99				
Communication	Between	55.411	2	27.705	3.54	0.033	Significant
	Within	759.179	97	7.827			
	Total	814.590	99				
Management	Between	86.354	2	43.177	5.31	0.006	Significant
	Within	788.236	97	8.126			
	Total	874.590	99				
Participation	Between	63.096	2	31.548	3.21	0.045	Significant
	Within	952.294	97	9.817			
	Total	1015.390	99				

given. Another is communication. It can be considered as antecedent of teacher empowerment, because communication affirms the role of one another in the institution by sharing ideas, insights, and opinions regarding the welfare of the group (Mulford, 2003; Myers & Sadaghiani, 2010; and Kraft & Dougherty, 2013).

Moreover, transparency among members in the institution regardless of position will create a better working relationship; thus, a regular teacher feels they are part of the institution. Lastly, involving every member of the institution in planning, monitoring, and implementing projects will result to greater participation in the future. In such way, teachers feel that they are important in the whole development of the institution. For the sake of a shared purpose, teachers have to be challenged to step beyond traditional roles and generalized assumptions (Gleason *et al.*, 2011; Vaz-Rebelo *et al.* eds., 2015; and Brown & Heck, 2018).

While responsibility for failure events can be assumed personally, improved performance and greater persistence can be brought upon by feelings of hope (Heskett, 2007; Slavich & Zimbardo, 2012; and Wang, Hall & Rahimi,

2015). To sum it up, teachers' individual empowerment is felt by the teachers in the institution. However, teachers' institutional empowerment is something to be felt by the members of the institution. One thing that an individual will feel institutional empowerment is through leadership. Leadership does not mean manipulating people with power and authority, but rather making them follow with respect and enthusiasm. A leader may not be highly intelligent. What matters most is the right attitude towards work and the people around him/her (Kooper *et al.*, 2007; Singh, 2009; and Kolzow, 2014).

Findings. Based on the data gathered, the following findings are hereby summarized that the level of teachers' individual empowerment in terms of knowledge, value, and action is strongly felt. Awareness of their rights and responsibility makes them empowered. They are also empowered in doing things that benefited their social and personal concern. However, their value is affected by low recognition of their works and contributions in the institution (*cf* Quisumbing, 2002; Mulford, 2003; and Fry, Ketteridge & Marshall eds., 2009).

Table 11:
 Results of t-test for the Comparison of Level of Institutional Empowerment
 When the Teachers are Grouped According to Position

Dimensions	Mean		Mean Difference	df	t-value		Interpretation
	Head	Faculty			Computed	Critical	
Clarity	3.21	3.3	0.09	98	0.942	1.645	Not significant
Attitude	2.89	3.14	0.25	98	1.804	1.645	Significant
Fairness	2.39	2.56	0.17	98	1.286	1.645	Not significant
Recognition	2.86	2.77	0.09	98	0.950	1.645	Not significant
Communication	3.00	3.09	0.09	98	1.993	1.645	Significant
Management	3.04	2.99	0.05	98	1.248	1.645	Not significant
Participation	3.26	2.84	0.42	98	1.778	1.645	Significant

There is no significant difference on the level of individual empowerment dimension, when the respondents are grouped according to years of service, educational attainment, and position. The level of teacher in the institutional dimensions in terms of clarity, attitude and behavior, recognition, communication, management in the workplace, and participation are strongly felt by the faculty members. However, fairness is somewhat felt by the teachers (*cf* Williams, 2010; Dehaloo, 2011; and Sharifirad *et al.*, 2012).

There is significant difference on the level of institutional empowerment among respondents in terms of clarity, communication, management in the workplace, and participation, when teachers are grouped according to educational attainment. While teachers' institutional empowerment on attitude and behavior, fairness, and recognition are not significant among respondents, when grouped according to educational attainment (*cf* Thomson, 1998; Dehaloo, 2011; and D'Ortenzio, 2012).

There is significant difference on the level of teachers' institutional empowerment among respondents in attitude and behavior, communication, and participation, when the respondents are grouped according to position. However, there is no significant difference on the level of teachers' institutional empowerment on clarity, fairness, and management in the workplace, when they are grouped according to position. Length of service, educational attainment, and position are not significant predictors of teachers'

empowerment (*cf* Theron, 2010; D'Ortenzio, 2012; and Eupena, 2012).

CONCLUSION

In the light of the findings of the study, the following conclusions are made. Teachers who have personal knowledge regarding their responsibilities and duties are empowered. Teachers who have high morale and principles are empowered in the institution. However, it is affected by low recognition of their works and contributions in the fields. Teachers who seek personal and professional improvement are empowered in their own chosen field.

Length of service, educational attainment, and position are not significant factors that affect level of teachers' individual empowerment. The level of teacher empowerment in the institution in terms of clarity, attitude and behavior, fairness, recognition, communication, management in the workplace, and participation is at satisfactory level. While fairness is somewhat felt by the teachers.

Length of service and educational attainment are factors that affect teachers' level of institutional empowerment on clarity of purpose, attitude, recognition, communication, management in the workplace, and participation. Position is a factor that affects level teachers' institutional empowerment on attitude and behavior, communication, and participation.

In the light of the conclusions of this study, the following recommendations are given. The top managers and academic administrators should evaluate the existing leadership style being employed in their

institution, so that it will adapt the constant changing of environment in managing and dealing with teachers.

School administrators should maximize the teachers' participation in all institutional matters concerning teachers' welfare and development. Involve them in making decisions, planning programs, and giving them accountability in performing their task in the institution. The school administrators should also develop mechanism that would further recognize the role of teachers in the institution and in the whole organization. Revise the existing policy of evaluation regarding teachers' ranking and promotion. Make financial assistance and scholarship program open to all, so that everybody has the change to further improve or develop their chosen field.

The administrators should reiterate the purpose of the institution, especially to the new comers for them to fully understand the purpose and goal of the institution. During faculty meetings, administrators or school managers should give a concrete and comprehensive answer to queries, so that transparency will be established.

For the top and middle managers, make sure that communications like memorandum, invitation letters, and the like will be disseminated to every member. The Principal, as the mother or father in the institution, should be as much as possible treat everyone equally, assign task based on capabilities, assess performance objectively, and lead by example.

A similar study on teacher empowerment should be conducted in order to evaluate and identify other factors affecting empowerment.²

References

Adams, J.S. (1965). "Inequity in Social Exchange" in L. Berkowitz [ed]. *Advances in Experimental Social Psychology*, Volume 2. New York: Academic Press, pp.267-299.

²*Statement:* We, herewith, declare that our paper is not a product of plagiarism, because it passed the *authenticity test* administered by the PNU (Philippine Normal University) in Manila, not yet submitted to any journals, and if received then we will abide to the governing rules and regulations of the *EDUCARE* journal in Bandung, West Java, Indonesia.

- Adams, J.S. & S. Freedman. (1976). "Equity Theory Revisited: Comments and Annotated Bibliography" in L. Berkowitz & E. Walster [eds]. *Advances in Experimental Social Psychology*, Volume 9. New York: Academic Press, pp.43-90.
- Aliakbari, Mohammad & Fatemeh Azimi Amoli. (2016). "The Effects of Teacher Empowerment on Teacher Commitment and Student Achievement" in *Mediterranean Journal of Social Sciences*, Vol.7, No.4 [July]. Available online also at: https://www.researchgate.net/publication/305272998_The_Effects_of_Teacher_Empowerment_on_Teacher_Commitment_and_Student_Achievement [accessed in Manila, the Philippines: December 7, 2018].
- al-Kindy, Adil Mohamed Zahran, Ishak Mad Shah & Ahmad Jusoh. (2016). "Consideration and Methodological Approaches in Studying Transformational Leadership Impact on Work Performance Behaviors" in *International Journal of Advanced Research*, Volume 4, Issue 1, pp.889-907. Available online also at: http://www.journalijar.com/uploads/755_IJAR-8565.pdf [accessed in Manila, the Philippines: November 25, 2018].
- Alosaimi, Mansour Daifallah. (2016). "The Role of Knowledge Management Approaches for Enhancing and Supporting Education". *Unpublished Doctoral Thesis*. Paris: Universite Paris 1 Pantheon-Sorbonne. Available online also at: <https://tel.archives-ouvertes.fr/tel-01816021/document> [accessed in Manila, the Philippines: November 17, 2018].
- Anastasi, A. & S. Urbina. (1997). *Psychological Testing*. Upper Saddle River, NJ: Prentice-Hall, 7th edition.
- Argyris, C. (1957). *Personality and Organization: The Conflict between System and the Individual*. New York: Harper.
- Baron, Alan & Mark Galizio. (2005). "Positive and Negative Reinforcement: Should the Distinction be Preserved?" in *The Behavior Analyst*, Vol.28, No.2 [Fall], pp.85-98. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2755378/pdf/behavan00002-0003.pdf> [accessed in Manila, the Philippines: November 25, 2018].
- Berridge, Kent C. (2001). "Reward Learning: Reinforcement, Incentives, and Expectations" in *The Psychology of Learning and Motivation*, Volume 40, pp.223-278. Available online also at: <https://pdfs.semanticscholar.org/a34e/7a4a0677dc785ca75f4d7a4dd9214d618999.pdf> [accessed in Manila, the Philippines: November 25, 2018].
- Bidabadi, N.S. et al. (2016). "Effective Teaching Methods in Higher Education: Requirements and Barriers" in *Journal of Advance Medical Education Profession*, Volume 4(4), pp.170-178. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5065908/> [accessed in Manila, the Philippines: December 14, 2018].
- Binmad, R. & M. Li. (2018). "Psychology-Inspired Trust Restoration Framework in Distributed Multiagent Systems" in *Scientific Programming*, pp.1-15. Available online also at: <https://www.hindawi.com/journals/sp/2018/7515860/> [accessed in Manila, the Philippines: January 1, 2019].

- Bolden, Richard Ian. (2010). "The Elusive Nature of Leadership Practice: An Investigation into the Distribution, Practice, and Discursive Processes of Leadership in Universities and Other Large Organisations". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: Leadership Studies, the University of Exeter. Available online also at: <https://ore.exeter.ac.uk/repository/bitstream/handle/10036/104833/BoldenR.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- Boonyarit, Itsara, Sittichai Chomphupart & Natthawut Arin. (2010). "Leadership, Empowerment, and Attitude Outcomes" in *The Journal of Behavioral Science*, Vol.5, No.1, pp.1-14.
- Bourke, T., M. Ryan & P. Ould. (2018). "How Do Teacher Educators Use Professional Standards in Their Practice?" in *Teaching and Teacher Education*, Volume 75. Available online also at: <https://doi.org/10.1016/j.tate.2018.06.005> [accessed in Manila, the Philippines: January 2, 2019].
- Brandao, Frank R. (1995). "The Effects of School-Based Management on the Worklife of Elementary Teachers: A Case Study" in *UNF Graduate Theses and Dissertations*, No.110. Available online also at: <https://digitalcommons.unf.edu/etd/110> [accessed in Manila, the Philippines: December 27, 2018].
- Brown, Raymond & Deborah Heck. (2018). "The Construction of Teacher Identity in an Alternative Education Context" in *Teaching and Teacher Education*, Volume 76. Available online also at: <https://doi.org/10.1016/j.tate.2018.08.007> [accessed in Manila, the Philippines: January 2, 2019].
- Calves, A.E. (2009). "Empowerment: The History of a Key Concept in Contemporary Development Discourse" in *Revue Tiers Monde*, Vol.4, No.200, pp.735-749. Available online also at: https://www.cairn-int.info/article-E_RT_M_200_0735--empowerment-the-history-of-a-key-concept.htm [accessed in Manila, the Philippines: November 25, 2018].
- Canaya, Soccoro P. (2008). "Participatory Decision Making vis-a-vis Teachers Morale and Students' Achievement in Public Secondary Schools in Zamboanga City". *Unpublished Ph.D. Dissertation*. Zamboanga City: College of Education, Western Mindanao State University. Available online also at: <https://www.academia.edu/3745542/Participatory-Decision-making-vis-a-vis-Teachers-Morale-and-Students-Achievements-in-Public-Secondary-Schools-in-Zamboanga-City-Philippines> [accessed in Manila, the Philippines: December 7, 2018].
- CCSSO [Council of Chief State School Officers]. (2013). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: The Council of Chief State School Officers. Available online also at: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf [accessed in Manila, the Philippines: December 14, 2018].
- Cook, Raquel. (2009). "The Effects of a Short-Term Teacher Abroad Program on Teachers' Perceptions of Themselves and Their Responsibilities as Global Educators". *Unpublished Ph.D. Dissertation*. Logan, Utah: Utah State University. Available online also at: <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1371&context=etd> [accessed in Manila, the Philippines: November 17, 2018].
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage, 3rd edition.
- Cronholm, S. & A. Hjalmarsson. (2011). "Experiences from Sequential Use of Mixed Methods" in *The Electronic Journal of Business Research Methods*, Volume 9 Issue 2, pp.87-95.
- Daft, Richard L. (2000). *Management*. Manila: Thompson Publishing, Inc., 5th edition.
- Dehaloo, Gunram. (2011). "The Motivation and Job Satisfaction of Secondary School Teachers in Kwazulunatal: An Education Management Perspective". *Unpublished Ph.D. Thesis*. Cape Town: University of South Africa. Available online also at: <https://core.ac.uk/download/pdf/43168590.pdf> [accessed in Manila, the Philippines: December 27, 2018].
- D'Ortenzio, Carlo. (2012). "Understanding Change and Change Management Processes: A Case Study". *Unpublished Ph.D. Thesis*. Canberra, Australia: The University of Canberra. Available online also at: http://www.canberra.edu.au/researchrepository/file/81c02a90-6a15-91ae-c7a2-ff44c96d60b2/1/full_text.pdf [accessed in Manila, the Philippines: December 27, 2018].
- Eckert, Penelope, Shelley Goldman & Etienne Wenger. (n.y.). "The School as a Community of Engaged Learners". Available online at: <https://web.stanford.edu/~eckert/PDF/SasCEL.pdf> [accessed in Manila, the Philippines: December 14, 2018].
- Eupena, Roxan G. (2012). "Teacher Communication Behavior: It's Impact to the Students' Attitude in Learning Science" in *IAMURE: International Journal of Social Sciences*, Volume 3 [September]. Available online also at: https://www.academia.edu/2254102/Teacher_Communication_Behavior_Its_Impact_to_the_Students_Attitude_in_Learning_Science [accessed in Manila, the Philippines: December 27, 2018].
- Fieldler, Fred E. (1967). *A Theory of Leadership Effectiveness*. McGraw-Hill: Harper and Row Publishers, Inc.
- Follett, M. Parker. (1918). *The New State: Group Organization, the Solution of Popular Government*. New York: Longmans.
- Frischer, J. (2006). "Laissez-Faire Leadership versus Empowering Leadership in New Product Developing". Available online also at: <https://pdfs.semanticscholar.org/6347/015a3ba18af2f4bd3d0fdb1e037fc148b1.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- Fry, Heather, Steve Ketteridge & Stephanie Marshall [eds]. (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. New York: Routledge, third edition. Available online also at: [102](https://www.sun.ac.za/english/learning-</p></div><div data-bbox=)

- teaching/ctl/Documents/A%20Handbook [accessed in Manila, the Philippines: December 27, 2018].
- GEMR [Global Education Monitoring Report]. (2018). *Accountability in Education: Meeting Our Commitments*. France: UNESCO [United Nations Educational, Scientific, and Cultural Organization] Publishing. Available online also at: https://www.ki.is/images/Skrar/KI/Skolamal/Skyrslur_og_onnur_rit/2017/Skyrsla_GEM_Accountability_in_education_2017_2018_stor.pdf [accessed in Manila, the Philippines: January 2, 2019].
- Gleason, Brenda L. et al. (2011). "An Active-Learning Strategies Primer for Achieving Ability-Based Educational Outcomes" in *American Journal of Pharmaceutical Education*, Volume 75(9), November. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3230347/> [accessed in Manila, the Philippines: December 27, 2018].
- Greier, Philippe & Tathyana Gouvea [eds]. (2017). *The Future of Education is Now*. USA [United States of America]: EduShifts. Available online also at: https://www.edushifts.world/assets/ebooks/EDUshiftsNow_Eng.pdf [accessed in Manila, the Philippines: November 17, 2018].
- Grossman, Herbert. (2004). *Classroom Behaviour Management for Diverse and Inclusive Schools*. Toronto: Rowman & Littlefield Publishers, Inc., 3rd edition.
- Guerriero, Sonia et al. (2015). "Teachers' Pedagogical Knowledge and the Teaching Profession: Background Report and Project Objectives". Available online at: http://www.oecd.org/education/cei/Background_document_to_Symposium_ITEL-FINAL.pdf [accessed in Manila, the Philippines: December 7, 2018].
- Guevarra, Milwida. (2001). *Educators Forum*. Manila: Teachers' Network.
- Guhao, Jr., Eugenio S. (2016). "Conversational Leadership of School Heads and Teacher Sense of Self-Efficacy" in *International Journal of Education and Research*, Vol.4, No.11 [November]. Available online also at: <https://www.ijern.com/journal/2016/November-2016/19.pdf> [accessed in Manila, the Philippines: December 7, 2018].
- Hadar, Linor L. & David L. Brody. (2018). "Individual Growth and Institutional Advancement: The In-House Model for Teacher Educators' Professional Learning" in *Teaching and Teacher Education*, Volume 75. Available online also at: <https://doi.org/10.1016/j.tate.2018.06.007> [accessed in Manila, the Philippines: January 2, 2019].
- Han, Jiying & Hongbiao Yin. (2016). "Teacher Motivation: Definition, Research Development, and Implications for Teachers" in *Journal of Cogent Education*, Volume 3, Issue 1. Available online also at: <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1217819> [accessed in Manila, the Philippines: December 21, 2018].
- Hayes, Denis. (1994). "Teachers' Involvement in Decision-Making: A Case-Study of a Primary School at a Time of Rapid Change". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: Faculty of Arts and Education, University of Plymouth. Available online also at: <https://core.ac.uk/download/pdf/29817782.pdf> [accessed in Manila, the Philippines: December 7, 2018].
- Henard, Fabrice & Deborah Roseveare. (2012). *Fostering Quality Teaching in Higher Education, Policies, and Practices: An IMHE Guide for Higher Education Institutions*. USA [United States of America]: OECD [Organisation for Economic Co-operation and Development]. Available online also at: <https://www.oecd.org/education/imhe/OT%20policies%20and%20practices.pdf> [accessed in Manila, the Philippines: December 27, 2018].
- Hersey, P., K. Blanchard & D. Johnson. (2008). *Management of Organizational Behavior: Leading Human Resources*. Upper Saddle River, NJ: Pearson Education, 9th edition.
- Heskett, Jim. (2007). "How Should Pay be Linked to Performance?" in *Working Knowledge: Business Research for Business Leaders*, on June 1. Available online also at: <https://hbswk.hbs.edu/item/how-should-pay-be-linked-to-performance> [accessed in Manila, the Philippines: December 27, 2018].
- House, Robert J. (1996). "Path-Goal Theory of Leadership: Lessons, Legacy, and a Reformulated Theory" in *Leadership Quarterly*, Volume 7(3), pp.323-352.
- Ibrahim, Solava & Sabina Alkire. (2007). "Agency and Empowerment: A Proposal for Internationally Comparable Indicators" in *Oxford Development Studies*, Vol.35, No.4 [December]. Available online also at: <http://publish.illinois.edu/womenanddevelopment/files/2015/10/Agency-and-empowerment.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- IEAB [International Education Advisory Board]. (2008). "Learning in the 21st Century: Teaching Today's Students on Their Terms". Available online at: https://www.certipoint.com/Portal/Common/DocumentLibrary/IEAB_Whitepaper040808.pdf [accessed in Manila, the Philippines: November 17, 2018].
- "Improvement of Working and Employment Conditions for Teachers" in *ILO (International Labour Organization): Advancing Social Justice, Promoting Decent Work*. Available online also at: <https://www.ilo.org/ipec/Partners/Teachers/Improvementofworkingandemploymentconditionsforteachers/lang-en/index.htm> [accessed in Manila, the Philippines: December 7, 2018].
- Interview with Respondent A, One of the Teachers in Filipino Department, in Manila, the Philippines, on July 3, 2018.
- Interview with Respondent B, One of the Teachers in Physical Education Department, in Manila, the Philippines, on July 10, 2018.
- Jamie, D. Mills. (2012). "Using Computer Simulation Methods to Teach Statistics: A Review of the Literature" in *Journal of Statistics Education*, Volume 10, Issue 1. Available online also at: <https://www.tandfonline.com/doi/full/10.1080/10691898.2002.11910548> [accessed in Manila, the Philippines: November 25, 2018].

- Kabanoff, Boris. (1991). "Equity, Equality, Power, and Conflict" in *Academy of Management Review*, Vol.16, No.2, pp.416-441.
- Kanter, R. (1977). *Men and Women of the Corporation*. New York: Basic Books.
- Kebritchi, M., A. Lipschueatz & L. Santiago. (2017). "Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review" in *Journal of Educational Technology Systems*, Issue of August. Available online also at: <https://journals.sagepub.com/doi/full/10.1177/0047239516661713> [accessed in Manila, the Philippines: December 21, 2018].
- Killingsworth, Brenda L. & Yajiong Xue. (2015). "Investigating Factors Influencing Students' Learning in a Team Teaching Setting" in *IJCREE: International Journal of Cognitive Research in Science, Engineering, and Education*, Vol.3, No.2, pp.9-16.
- Kimwaley, M.C., H.N. Chirure & M. Omondi. (2014). "Teacher Empowerment in Education Practice: Strategies, Constraints, and Suggestions" in *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 4, Issue 2 [March-April], pp.51-56. Available online also at: <https://pdfs.semanticscholar.org/4e93/e980016463c65d3e986b1f1a61cbe46a8559.pdf> [accessed in Manila, the Philippines: November 25, 2018].
- Kolzow, David R. (2014). "Leading from Within: Building Organizational Leadership Capacity". Available online at: https://www.iedconline.org/clientuploads/Downloads/edrp/Leading_from_Within.pdf [accessed in Manila, the Philippines: December 27, 2018].
- Kooper, Brian K. *et al.* (2007). "The Character of Leadership" in *IVEY Business Journal*, Issue of May-June. Available online also at: <https://iveybusinessjournal.com/publication/the-character-of-leadership/> [accessed in Manila, the Philippines: December 27, 2018].
- Kraft, M.A. & S.M. Dougherty. (2013). "The Effect of Teacher-Family Communication on Student Engagement: Evidence from a Randomized Field Experiment" in *Journal of Research on Educational Effectiveness*, Volume 6(3), pp.199-222. Available online also at: https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree.pdf [accessed in Manila, the Philippines: December 27, 2018].
- Kusek, Jody Zall & Ray C. Rist. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. Washington, DC: The International Bank for Reconstruction and Development/the World Bank. Available online also at: <https://www.oecd.org/dac/peer-reviews/World%20bank> [accessed in Manila, the Philippines: December 14, 2018].
- Lacks, Paige Kindley. (2016). "The Relationships between School Climate, Teacher Self-Efficacy, and Teacher Beliefs". *Unpublished Ph.D. Dissertation*. UK [United Kingdom]: Liberty University. Available online also at: <https://core.ac.uk/download/pdf/75898013.pdf> [accessed in Manila, the Philippines: December 7, 2018].
- Lawrence, A.S.A. & T. Deepa. (2008). "Teacher Commitment in Promoting Education: The Need of the Hour". Available online at: https://www.academia.edu/1462058/TEACHER_COMMITMENT_IN_PROMOTING_EDUCATION [accessed in Manila, the Philippines: December 7, 2018].
- Lawson, Tony. (2011). "Empowerment in Education: Liberation, Governance or a Distraction? A Review" in *Power and Education*, Vol.3, No.2. Available online also at: <https://journals.sagepub.com/doi/pdf/10.2304/power.2011.3.2.89> [accessed in Manila, the Philippines: December 14, 2018].
- Lazaro, Gabriel John. (2011). "Correlation of Performance and Leadership Practices towards a Teacher Leadership Enhancement Program" in *SISC KAIZEN*, pp.1-56. Available online also at: https://www.southville.edu.ph/opencms/export/sites/default/Southville/v2/Downloads/Researches/Relationship_bet_Leadership_Practices_and_Teacher_Performance.pdf [accessed in Manila, the Philippines: November 17, 2018].
- Ledesma, Jesila M. & Lalaine M. Joyas. (2015). "Filipino Financial Customers' Views on Customer Empowerment: Report from the Field". Available online at: <https://www.cgap.org/sites/default/files/Working-Paper-Filipino-Financial-Customers%27-View-on-Customer-Empowerment-May-2015.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- Licorish, S.A. *et al.* (2018). "Students' Perception of Kahoot!'s Influence on Teaching and Learning" in *Research and Practice in Technology Enhanced Learning*, Volume 13(9). Available online also at: <https://telrp.springeropen.com/articles/10.1186/s41039-018-0078-8> [accessed in Manila, the Philippines: January 5, 2019].
- Longwell-McKean, Paula Cheree. (2012). "Restructuring Leadership for 21st Century Schools: How Transformational Leadership and Trust Cultivate Teacher Leadership". *Unpublished Ph.D. Dissertation*. San Diego: University of California. Available online also at: <https://cloudfront.escholarship.org/dist/prd/content/qt6746s4p9/qt6746s4p9.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- MacBeath, John. (2012). *The Future of the Teaching Profession*. UK [United Kingdom]: Leadership for Learning, the Cambridge Network. Available online also at: <https://download.ei-ie.org/Docs/WebDepot/The%20Future%20of%20the%20Teaching%20profession.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- Maeroff, Gene I. (1988). *The Empowerment of Teachers*. New York: Teachers College Press.
- Mansfield, C.F. *et al.* (2016). "Building Resilience in Teacher Education: An Evidenced Informed Framework" in *Teaching and Teacher Education*, Volume 54. Available online also at: <http://dx.doi.org/10.1016/j.tate.2015.11.016> [accessed in Manila, the Philippines: November 10, 2018].
- Martin, Tracy A. (2010). "Formal and Informal Power,

- Access to Work Empowerment Structures, and Intent to Stay". *Unpublished Master's Research Paper*. Muncie, Indiana: Ball State University. Available online also at: <https://pdfs.semanticscholar.org/e392/f94dc08fbc0386e4dad8ecf7e4f7a1031cd9.pdf> [accessed in Manila, the Philippines: November 10, 2018].
- Maslow, Abraham H. (1943). "A Theory of Human Motivation" in *Psychological Review*, Volume 50(4), pp.370-396.
- Maslow, Abraham H. (1971). *The Farther Reaches of Human Nature*. New York: The Viking Press.
- Mayo, Elton. (1949). *Hawthorne and the Western Electric Company: The Social Problems of an Industrial Civilisation*. London and New York: Routledge.
- McGregor, D. (1966). *Leadership and Motivation*. Cambridge, MA: M.I.T. Press.
- Mota, Altagracia. (2015). "Structural Empowerment: A Qualitative Inquiry Into the Work Life of the Oncology Nurse" in *Education Doctoral Paper*, No.214. Available online also at: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1215&context=education_etd [accessed in Manila, the Philippines: November 10, 2018].
- Mulford, Bill. (2003). "School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness" in *OECD Commissioned Paper*, on April. Available online also at: <http://www.oecd.org/education/school/37133393.pdf> [accessed in Manila, the Philippines: November 25, 2018].
- Myers, K.K. & K. Sadaghiani. (2010). "Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance" in *Journal of Business and Psychology*, Volume 25(2), June, pp.225-238. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868990/> [accessed in Manila, the Philippines: December 27, 2018].
- Nicolas-Victorino, Anastacia. (2011). "Factors Affecting the National Achievement Test Performance of Selected Second Year High School Students in Santa Maria, Bulacan". *Unpublished Master Thesis in Education Management*. Available online also at: https://www.academia.edu/2028201/Factors_affecting_the_National_Achievement_Test_performance_of_selected_second_year_high_school_students_in_Santa_Maria_Bulacan [accessed in Manila, the Philippines: November 25, 2018].
- Northouse, Peter Guy. (2013). *Leadership: Theory and Practice*. California: SAGE Publications, Inc., 6th edition. Available online also at: <https://www.alwajebat.com/wp-content/uploads/2018/10/1f7ab8c6-leadership-theory-and-practice-1-1.pdf> [accessed in Manila, the Philippines: November 17, 2018].
- O'Brien, Janice L. (2010). "Structural Empowerment, Psychological Empowerment, and Burnout in Registered Staff Nurses Working in Outpatient Dialysis Centers". *Unpublished Ph.D. Dissertation*. New Jersey: The State University of New Jersey. Available online also at: <https://pdfs.semanticscholar.org/5999/b5a83c99d648edca9376bc8ea9ec10c4eb56.pdf> [accessed in Manila, the Philippines: November 10, 2018].
- OECD [Organisation for Economic Co-operation and Development]. (2018). *Education 2030: The Future of Education and Skills, the Future We Want*. USA [United States of America]: OECD Publisher. Available online also at: <https://www.oecd.org/education/2030> [accessed in Manila, the Philippines: January 5, 2019].
- Ombanda, Paul Olendo. (2018). "Neotism and Job Performance in the Private and Public Organizations in Kenya" in *International Journal of Scientific and Research Publications*, Volume 8, Issue 5 [May]. Available online also at: <http://www.ijsrp.org/research-paper-0518/ijsrp-p7762.pdf> [accessed in Manila, the Philippines: January 5, 2019].
- Onday, Ozgur. (2016). "Human Resource Theory: From Hawthorne Experiments of Mayo to Groupthink of Janis" in *Global Journal of Human Resource Management*, Vol.4, No.1 [February], pp.95-110. Available online also at: <http://www.eajournals.org/wp-content/uploads/Human-Resource-Theory-From-Hawthorne-Experiments-of-Mayo-to-Groupthink-of-Janis.pdf> [accessed in Manila, the Philippines: November 10, 2018].
- Paynevandy, Safar Gholipour. (2016). "The Role of Empowerment in Organization Development" in *International Academic Journal of Organizational Behavior and Human Resource Management*, Vol.3, No.5, pp.9-16. Available online also at: <https://pdfs.semanticscholar.org/4a07/00fd5427c75c4a5e1653ad23cc80eae6ef19.pdf> [accessed in Manila, the Philippines: November 25, 2018].
- Perso, T.F. (2012). *Cultural Responsiveness and School Education with Particular Focus on Australia's First Peoples: A Review & Synthesis of the Literature*. Darwin Northern Territory, Australia: Menzies School of Health Research, Centre for Child Development and Education. Available online also at: <http://ccde.menzies.edu.au/sites/default/files/Literature%20review> [accessed in Manila, the Philippines: November 10, 2018].
- Quisumbing, Lourdes R. (2002). "Citizenship Education for Better World Societies: A Holistic Approach". *Paper* read at the 8th UNESCO APEID International Conference on Education, in Bangkok, on 29 November. Available online also at: <http://www.humiliationstudies.org/documents/QuisumbingCitizenship.pdf> [accessed in Manila, the Philippines: December 27, 2018].
- Rafiei, Nafiseh & Fereshte Davari. (2015). "The Role of Human Resources Management on Enhancing the Teaching Skills of Faculty Members" in *MATERIA SOCIO-MEDICA: Journal of the Academy of Medical Sciences of Bosnia and Herzegovina*, Volume 17(1), pp.35-38. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4384864/> [accessed in Manila, the Philippines: November 25, 2018].
- Robinson, Jason D. (2010). "The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System". *Unpublished Ph.D. Dissertation*. UK [United Kingdom]: The University of Tennessee at Chattanooga. Available online also at: <https://core.ac.uk/download/pdf/51197383.pdf>

- [accessed in Manila, the Philippines: December 7, 2018].
- Roman, Jr., Guillermo. (2001). "Empowerment in the Academe: It's Concept and Related Factors". *Unpublished Ph.D. Dissertation*. Manila: Philippine Normal University.
- Romanish, Bruce. (1993). "Teacher Empowerment as the Focus of School Restructuring" in *The School Community Journal*, Vol.3, No.1.
- Rouf, Abdul & Abdul Rashid Mohamed. (2017). "Secondary EL Teachers' CPD: Present Practices and Perceived Needs" in *Journal of NELTA (Nepal English Language Teachers' Association)*, Vol.22, No.1-2 [December], pp.1-12.
- Ryan, Michael F. (2010). "A Constructivist Exploration of the Teacher's Role: Understanding the Policy Practice Navigation between Pedagogy, Professionalism & Vocationalism". *Unpublished Doctoral Thesis*. Ireland: Education Department, Faculty of Social Sciences, NUI Maynooth. Available online also at: http://mural.maynoothuniversity.ie/2260/1/m_ryan_thesis.pdf [accessed in Manila, the Philippines: November 10, 2018].
- Saremi, Hamid. (2015). "Empowerment as a New Approach in the Management" in *Proceedings of the International Conference on Global Business, Economics, Finance, and Social Sciences (GB15_Thai Conference)*, in Bangkok, Thailand, on 20-22 February. Available online also at: http://globalbizresearch.org/Thailand_Conference/pdf/T567_Mgt.pdf [accessed in Manila, the Philippines: November 25, 2018].
- Schermerhorn, Jr., John R. (2008). *Management*. Philippines: Golden Gate Printers for C&E Publisher, Inc.
- Schunk, Dale H. (2012). *Learning Theories: An Educational Perspective*. Boston: Pearson Education, Inc., publishing as Allyn & Bacon, 6th edition.
- Seibert, Scott E., Gang Wang & Stephen H. Courtright. (2011). "Antecedents and Consequences of Psychological and Team Empowerment in Organizations: A Meta-Analytic Review" in *Journal of Applied Psychology*, Vol. 96, No.5, pp.981-1003. Available online also at: https://www.researchgate.net/publication/50890449_Antecedents_and_Consequences_of_Psychological_and_Team_Empowerment_in_Organizations_A_Meta-Analytic_Review [accessed in Manila, the Philippines: November 25, 2018].
- Sharifrad, Gholam R. et al. (2012). "Knowledge, Attitude, and Performance of Academic Members Regarding Effective Communication Skills in Education" in *Journal of Education and Health Promotion*, Volume 42(1). Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3577400/> [accessed in Manila, the Philippines: December 27, 2018].
- Singh, Amarjit. (2009). "Organizational Power in Perspective" in *Leadership and Management in Engineering*, Volume 9, Issue 4. Available online also at: [https://ascelibrary.org/doi/full/10.1061/\(ASCE\)LM.1943-5630.0000018](https://ascelibrary.org/doi/full/10.1061/(ASCE)LM.1943-5630.0000018) [accessed in Manila, the Philippines: December 27, 2018].
- Slavich, G.M. & P.G. Zimbardo. (2012). "Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods" in *Education Psychological Review*, Volume 24(4), December. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3498956/> [accessed in Manila, the Philippines: December 27, 2018].
- Smith, Justin D. (2012). "Single-Case Experimental Designs: A Systematic Review of Published Research and Current Standards" in *Psychology Methods*, Volume 17(4), December. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3652808/> [accessed in Manila, the Philippines: November 25, 2018].
- Soriano, F.B. (2004). "Empowerment and Morale of Selected Public School Teachers in the 3rd District, Division of Quezon City: Its Implication to School Governance". *Unpublished M.A Thesis*. Manila: Pamantasan ng Lungsod ng Maynila. Available online also at: <http://koha.nlp.gov.ph/cgi-bin/koha/opac-ISBDdetail.pl?bib=187118> [accessed in Manila, the Philippines: November 25, 2018].
- Soriano, R.P. et al. (2010). "Teaching Medical Students How to Teach: A National Survey of Students-as-Teachers Programs in U.S. Medical Schools". Available online at: <https://www.ncbi.nlm.nih.gov/pubmed/20881824> [accessed in Manila, the Philippines: December 14, 2018].
- Sternberg, R.J. (2009). *Academic Intelligence is Not Enough, WICS: An Expanded Model for Effective Practice in School and Later in Life*. Worcester, MA: Mosakowski Institute for Public Enterprise. Available online also at: http://www2.clarku.edu/aboutclark/pdfs/Sternberg_wics.pdf [accessed in Manila, the Philippines: December 14, 2018].
- Stinglhamber, F. et al. (2015). "Employees' Organizational Identification and Affective Organizational Commitment: An Integrative Approach" in *PLOS One: A Peer-Reviewed, Open Access Journal*, Volume 10(4). Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4395289/> [accessed in Manila, the Philippines: December 7, 2018].
- Stromquist, Nelly P. (2018). *The Global Status of Teachers and the Teaching Profession*. USA [United States of America]: Education International Research. Available online also at: https://ei-ie-al.org/sites/default/files/docs/2018_ei_research_statusofteachers_eng_final.pdf [accessed in Manila, the Philippines: January 5, 2019].
- Theron, Crystal-Jeanne. (2010). "The Impact of Psychological Empowerment and Job Satisfaction on Organizational Commitment amongst Employees in a Multinational Organization". *Unpublished Magister Mini-Thesis*. UK [United Kingdom]: The Department of Industrial Psychology, Faculty of Economic and Management Science, University of the Western Cape. Available online also at: <https://core.ac.uk/download/pdf/58913797.pdf> [accessed in Manila, the Philippines: December 27, 2018].
- Thomson, Thomas M. (1998). "Management by

- Objectives” in *The Pfeiffer Library*, Volume 20. Available online also at: <http://home.snu.edu/~jsmith/library/body/v20.pdf> [accessed in Manila, the Philippines: December 27, 2018].
- Tremblay, Crystal & Jutta Gutberlet. (2010). “Empowerment through Participation: Assessing the Voices of Leaders from Recycling Cooperatives in Sao Paulo, Brazil” in *Community Development Journal*, pp.1-21. Available online also at: <http://www.juttatgutberlet.com/wp-content/uploads/2013/10/2010-CDJ-Empowerment-Tremblay-Gutberlet.pdf> [accessed in Manila, the Philippines: December 7, 2018].
- Tsai, Yafang. (2011). “Relationship between Organizational Culture, Leadership Behavior and Job Satisfaction” in *BMC Health Service Research*, Volume 11. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3123547/> [accessed in Manila, the Philippines: December 7, 2018].
- UP [University of the Philippines]. (2003). *UP Diliman Faculty Manual*. Diliman: UP Press, firstly published in 1989. Available online also at: http://www.biology.upd.edu.ph/wp-content/uploads/2016/08/UPD_FACULTY_MANUAL_2003.pdf [accessed in Manila, the Philippines: December 7, 2018].
- Vahasantanen, K. (2015). “Professional Agency in the Stream of Change: Understanding Educational Change and Teachers’ Professional Identities” in *Teaching and Teacher Education*, Volume 47. Available online also at: <http://dx.doi.org/10.1016/j.tate.2014.11.006> [accessed in Manila, the Philippines: November 10, 2018].
- Vaz-Rebelo, Piedade *et al.* [eds]. (2015). “Professional Development of Teacher Educators: Bringing Together Policy, Practice, and Research”. *Proceedings of the 4th ATEE Winter Conference*. Brussels, Belgium: ATEE [Association for Teacher Education in Europe]. Available online also at: https://www.researchgate.net/profile/Anja_Swennen/publication [accessed in Manila, the Philippines: December 27, 2018].
- Vera, Shiela T. (2017). “Solving the Philippines Education Crisis”. Available online at: https://www.academia.edu/24645049/Solving_the_Philippine_Education_Crisis [accessed in Manila, the Philippines: November 10, 2018].
- Vroom, Victor H. & Arthur G. Jago. (1988). *The New Leadership: Managing Participation in Organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Wang, H., N.C. Hall & S. Rahimi. (2015). “Self-Efficacy and Causal Attributions in Teachers: Effects on Burnout, Job Satisfaction, Illness, and Quitting Intentions” in *Teaching and Teacher Education*, Volume 4. Available online also at: <http://dx.doi.org/10.1016/j.tate.2014.12.005> [accessed in Manila, the Philippines: November 10, 2018].
- WDR [World Development Report]. (2013). *Risk and Opportunity: Managing Risk for Development*. Washington, D.C.: International Bank for Reconstruction and Development / The World Bank. Available online also at: <https://siteresources.worldbank.org/EXTNWDR2013/Resources> [accessed in Manila, the Philippines: November 10, 2018].
- Williams, Marlie L. (2010). “Teacher Collaboration as Professional Development in a Large, Suburban High School” in *Public Access Theses and Dissertations from the College of Education and Human Sciences*, No.94. Available online also at: <http://digitalcommons.unl.edu/cehdsdiss/94> [accessed in Manila, the Philippines: December 27, 2018].
- Wong, Carol A. & Heather K.S. Laschinger. (2012). “Authentic Leadership, Performance, and Job Satisfaction: The Mediating Role of Empowerment” in *JAN: Journal of Advanced Nursing*, Issue of June, pp.947-959. Available online also at: https://my.enmu.edu/c/document_library/get_file?uuid [accessed in Manila, the Philippines: November 17, 2018].
- Yin, R.K. (2009). *Case Study Research: Design and Methods*. Los Angeles: Sage, 4th edition.
- Zeichner, Ken. (2008). “A Critical Analysis of Reflection as a Goal for Teacher Education” in *Educacao & Sociedade*, Volume 29(103). Available online also at: <http://www.scielo.br/scielo.php?pid> [accessed in Manila, the Philippines: December 14, 2018].



Teachers and Students at the Public School in the Division of Makati, the Philippines
(Source: <http://susanjgroff.weebly.com/blog>, 27/12/2018)

Teachers who have personal knowledge regarding their responsibilities and duties are empowered. Teachers who have high morale and principles are empowered in the institution. However, it is affected by low recognition of their works and contributions in the fields. Teachers who seek personal and professional improvement are empowered in their own chosen field.