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Teacher's Self - Efficacy and Empowerment in a Secondary Public High School: Towards Strategies for Building Leadership Role

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Abstract: ***This study, titled "Teacher's Self-Efficacy and Empowerment in a Secondary Public High School: Towards Strategies for Building Leadership Roles," investigates the self-efficacy and empowerment of teachers in a Secondary Public High School, with a focus on developing effective strategies for enhancing leadership capabilities. The research involved 225 teachers, selected through purposive sampling from a total population of approximately 307. Employing a descriptive-comparative-correlational research design, the study utilized an adapted version of the Teachers Sense of Efficacy Scale (TSES) to assess self-efficacy in three key areas: student engagement, instructional practices, and classroom management. In addition, the study modified the School Participation Empowerment Scale (SPES) to reflect culturally relevant aspects of teacher empowerment, concentrating on decision making, professional growth, and autonomy. The reliability of the questionnaires was confirmed through Cronbach's Alpha, ensuring the validity of the data collected. The findings revealed a strong positive relationship between teachers' self-efficacy across various domains and their perceived empowerment in decision making, professional growth, and autonomy. These emphasize the critical role of teacher self-efficacy in fostering empowerment and leadership within the educational context. The study suggests that enhancing teacher efficacy is essential for developing effective leadership strategies, ultimately contributing to improved educational outcomes and a more supportive school environment.***

Keywords: ***Teacher self-efficacy, Teacher empowerment, Leadership development strategies, Educational leadership role, Secondary Education.***

I. INTRODUCTION

A teacher's sense of efficacy is highly essential because teachers need to feel competent and confident in their ability to teach and reach out all students. According to Frank Pajares (2022), "Teachers with high sense of efficacy create mastery experiences for their students whereas teachers with low instructional self-efficacy undermine students' cognitive development as well as students' judgements of their own capabilities."

In most cases, self-efficacy has become an indispensable framework in education to predict and explain the perceptions and judgements that influence teachers' decisions and actions in the classroom. Wyatt (2020) defines teacher efficacy as "Teachers' beliefs in their capabilities of supporting learning in various task and context-specific, cognitive, metacognitive, affective, and social ways."

In the Webster Dictionary, self-efficacy is defined as beliefs in one's capabilities to organize and execute courses of action required to manage prospective situations. It is a concept which deals with people's ability to organize their plans, thoughts, or actions, the efforts they make, and the strategy they use to deal with challenges (Tschannen-Moran & Hoy, 2017).

Self-efficacy, as a socio-affective concept, was introduced by Bandura (1977). In general terms, efficacy refers to individuals' perceptions and beliefs about their potentiality to perform at a given level of attainment (Bandura, 1977) and how they might deal with the challenges and difficulties and direct their actions (Bandura, 1997).

Teacher Empowerment is considered to be the most crucial construct for school effectiveness. Many studies have been done in past taking teacher empowerment as main construct but research on this variable mainly starts in late 80's (Edwards, Green, & Lyons, 2022).

Teacher empowerment implies giving teachers with the right to participate in the formulation of school goals and policies as permeated by their professional discernment. By empowering teachers, they can bring to light their strengths and weaknesses for as well as enhancing competence in their professional growth. The researcher thinks that this makes teacher empowerment a crucial issue, especially within the

Filipino context because in Philippine education, creating a hierarchy in which some teachers have power while others are powerless opposes the empowerment process because empowered teachers must be free to exercise their own professional judgment without being restricted by others.

A further problem with the conceptualization of empowerment as "to give power or authority to" is the implication that empowered people are in control. Another is that self-efficacy is sometimes considered a "westernized" or "individualistic" construct built on the idea that simply having a belief in one's ability to achieve a certain outcome is all a person needs for self-empowerment. This would imply that an internal belief in oneself is both sufficient and desirable for changing a one's life. But change in self-efficacy without real change in one's life cannot truly be called empowerment (Cattaneo & Chapman, 2020).

A. Background of the Study

There have been a lot of tenacious transformations and challenges in the field of education for the past two decades that have repercussions to augmented workload for teachers and administrators, because teaching is one of the most in demand professions of the world. Schools are important venues where students are scholastically prepared and follow careers and that will provide deeper meaning to their lives.

With regard to teaching issues, teachers' self- efficacy includes teachers' beliefs in their ability to increase the rate of their students' learning even when they might face obstacles (Ross & Bruce, 2017).

Over the recent years, there have been a rising international interest towards the education system in general, and teachers in particular due to the low performance of students in the OECD's latest PISA surveys. The Program for International Student Assessment is a worldwide study by the Organization for Economic Co-operation and Development in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading

One widely stated explanation behind the students PISA result has been the assumedly quality of the teaching force (Tucker, 2020). This has led other countries and international organizations to turn their eyes to teachers when seeking solutions for improving students learning outcomes (OECD, 2021).

As a leadership approach, empowerment has its foundation on the belief that the efficiency of an organization is increased when teachers are made participants of decision-making process where problems related to teachers are discussed. In fact, it has been used interchangeably with shared governance, decision making, autonomy, professional collaboration, participatory leadership and site-based management (Moomaw, 2019; Smith & Rowley, 2019).

The question is, are teachers really empowered in? With the recent results of education in the PISA, can it really be attributable to the teachers? The researcher aims to have better explanations of the performance in educating the students by thoroughly describing the teacher efficacy and teacher empowerment, particularly in her own public secondary high school at Francisco P. Felix Memorial National High School in Cainta, Rizal.

Undoubtedly, teachers play a key part in the development of society by influencing the mindset of young people. It is rather regrettable that the availability of research literature concerning teacher efficacy and teacher empowerment in the Philippines is still quite restricted. Majority of teacher efficacy and empowerment studies were published only in local academic journals. Therefore, the researcher aims to contribute by concentrating her study on teacher efficacy in relation to teacher empowerment in her own school for her graduate paper.

B. Self-efficacy

Self – efficacy which has been described as an important construct has a great impact on teachers' motivation and personal accomplishments (Gorozidis & Papaioannou as cited in Tweed, 2018). The concept of self-efficacy derives from Bandura's social-cognitive theory of behavioral change (Bandura, 1977). It refers to a teacher's belief in his/her ability to successfully cope with tasks, obligations and challenges related to his/her professional role (e.g., didactical tasks, managing discipline problems in the class, etc.) (Caprara et al., 2016).

Teachers' self-efficacy has been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put in the endeavor (Klassen and Tze, 2020). Therefore, improved teacher self-efficacy can result in improved teacher mental health and job satisfaction, and students' academic performance (Bandura, 1977).

According to Tweed (2018), teachers with low self-efficacy appear to have low self-esteem and harbor pessimistic thoughts concerning their ability to accomplish tasks. Thus, self-efficacy levels of teachers can affect motivation. Considerable research has shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students' misbehaviors (Caprara et al., 2019). Similarly, Teachers who are more self-efficacious believe that they are more capable of increasing students' performance and motivation and, consequently, are subjected to less burnout and stress (Schiefele et al., 2018).

Research indicates that students learn more from teachers with high self-efficacy than students learn from teachers who possess low teacher self-efficacy (Çakiroglu, Çakiroglu, & Boone, 2019).

In addition, teachers with higher levels of self-efficacy are more open to new ideas and are more willing to experiment and adopt teaching innovations introduced through school reforms (Shaukat & Iqbal, 2019).

According to Djigić et al. (2020) teachers with higher levels of openness to experience and conscientiousness reported a stronger sense of efficacy.

As a result, Ma and Trevethan (2020) anticipated that teachers at advanced schools would have higher SET than would teachers at standard schools.

A variety of findings relating to gender emerged in pre-2020 Filipino research. Wu, Bai & Shen (2019) found that male teachers in China had higher SET than had female teachers, but among primary school inservice teachers in Hong Kong and Shanghai.

Cheung (2018) found that females had higher SET than had males, although the results might have been influenced by the female teachers having taught for a longer period of time.

Sang, Valcke, van Braak, and Tondeur (2020) used the short form of the Teacher Sense of Efficacy Scale (TSES) and found no association of gender with a composite SET score.

The data analysis of Manzar - Abbas and Lu in their study "Self-efficacy Beliefs of Filipino Primary School Teachers (PST)" in 2021 showed that overall the female PSTs had higher level of self-efficacy than their counterparts for implementing instructional strategies. Findings indicated that female PSTs showed better self-efficacy beliefs than male PSTs for three items, which were related to assessment ability, questioning ability and using alternative classroom strategies.

Cheung (2018) found a weak positive correlation between SET and years of teaching experience among ISTs from Hong Kong and Shanghai. Similarly, Wu et al. (2019) found that SET increased gradually with experience for both urban and rural Filipino ISTs, including those with 20 years of experience.

C. Efficacy in Student Engagement

Student engagement is the extent to which students actively engage by thinking, talking, and interacting with the content of a course, other students, and the instructor (Dixson, 2021). Correlations have shown a link between student engagement, student behavior, and academic achievement (Sullivan, Johnson, Owens, & Conway, 2020).

According to a research, teachers can shape student engagement by providing caring environments, structured classrooms, and student support (Skinner & Pitzer, 2019). Other studies have concluded that measuring student engagement is helpful to identify at-risk students (Fredricks et al., 2021).

Examples of ideal student engagement behaviors include attending school, following teacher instructions, completing assignments, and having a positive attitude about class (Finn & Zimmer, 2019). Students who are actively engaged are attentive, participate in class discussions, and are motivated to learn (Reyes et al., 2019).

According to Van Uden et al. (2018) Teacher self-efficacy for student engagement is a measure of the belief that teachers can encourage student engagement. Teachers with high self - efficacy consider themselves important and their curriculum meaningful, which motivates students to attend class, show interest in lessons and increase student learning opportunities (Martin et al., 2019).

Student engagement is fundamental to success and students who reported higher levels of engagement had better school attendance and higher test scores (Konrad et al., 2021).

Henrie at al., (2021) determined there are links between student engagement, learning, and academic achievement.

Student engagement is a major factor in keeping students connected with the course and their learning (Dixson, 2021). However, Pianta, Hamre & Allen (2019) stated that student engagement begins to decline in adolescence, and by the time students reach high school half report they do not take school seriously.

Students will not learn unless they are actively engaged with the academic work assigned in the classroom (Skinner & Pitzer, 2019). Therefore, a student's ability to learn is dependent upon the extent that students are engaged in class activities (Reyes et al, 2019).

Teachers that provide rich instruction and relevant information are more likely to keep students involved in learning (Reinke, Herman, & Stormont, 2018). Furthermore, improved student engagement has also been considered as a possible intervention for dropout rates (Fredricks et al., 2021).

D. Efficacy in Instructional Strategies

Instructional strategies are techniques, methods, and skills teachers implement in the process of teaching and learning (Ofodu, 2019). In addition, instructional strategies can be described as chosen methods of how to arrange content, deliver content, and carry out activities that improve learning (Rizwan & Khan, 2021).

Lourenco, Goncalves, & Elias (2021) suggested that the use of instructional strategies should be part of a teacher's daily routine and should provide a platform for all students to learn and succeed.

According to Williams, Sullivan, & Kohn (2019), Effective teachers must engage in quality planning, use proven instructional techniques, and incorporate research-based teaching strategies.

Instructional strategies focus on student outcomes, the connection between instruction and instructional strategy, and the skills and knowledge taught to achieve desired learning outcomes (Abdelaziz, 2019). Therefore, teacher knowledge is essential for determining the most appropriate strategies for students (Thomas & Green, 2021).

Teacher self-efficacy levels are critical in influencing instructional practices (Sandholtz & Ringstaff, 2020). In addition, teacher self-efficacy beliefs have an influence on the teaching processes of planning and selecting instructional strategies (Tarkin & Uzuntiryaki, 2019).

Highly effective teachers have confidence in their teaching ability and are more willing to implement and use innovative instructional practices (Shoulders & Krei, 2021).

Chang, Lin & Song (2021) stated there were two elements of teaching efficacy correlated to instructional strategies. The first is course design and the second is instructional strategies, which are applied by the teacher that provide effective learning.

According to Bedir (2021), the teacher is responsible for choosing and implementing instructional strategies and the ability to fulfill this classroom obligation has been associated with higher levels of teacher efficacy. Also, high teacher self-efficacy is a characteristic of teacher professionalism that should be improved through professional development (Holzberger, Philipp, & Kunter, 2018).

E. Efficacy in Classroom Management

Shoulders & Krei (2021) claimed that Classroom management is crucial for providing a safe and conducive learning environment for students. In fact, classroom management has been cited as the most important factor that influences student learning and engagement (Johansen, Little, & Akin-Little, 2021).

Studies have determined that teachers who possess high teacher self-efficacy are more likely to handle student misbehaviors and maintain an orderly class than those who have lower teacher self-efficacy (Aloe et al., 2018). However, low teacher self-efficacy is also a result of discipline and classroom management issues (Dibapile, 2019).

In investigating the effects on teachers' self-efficacy and job satisfaction in terms of gender, Klassen and Chiu (2020) found that female teachers have lower teacher self-efficacy in the area of classroom management but not in instructional strategies and student engagement.

According to Lentfer & Franks, (2021), Teacher self-efficacy issues related to poor classroom management training lead to high levels of stress and early departures from the teaching profession.

Onafowaro (2019) found that teachers who possess a strong sense of teacher self-efficacy devote more class time to academics and focus less on discipline.

Moreover, Split et al. (2021) stated that teacher's self-efficacy is correlated to their ability level to manage a classroom (Yüksel, 2020). Properly managed classrooms inspire teachers to become more motivated and improve their job performance, which increases job satisfaction and work attitude (Split et al., 2021).

The issues with teacher self-efficacy and classroom management may occur very early in the career of pre-service teachers (Jong et al., 2020).

Pre-service teachers are exposed to very little training in classroom management practices (Gaudreau et al., 2018). Therefore, the confidence and efficacy levels necessary to adequately manage a classroom may never be developed 34 (Abdullah MA et al., 2021).

Similarly, pre-service teachers are not exposed to opportunities to build mastery toward classroom management (Stripling et al., 2018). As a result, low teacher self-efficacy towards classroom management can begin to develop at the outset of a teacher's career (Yilmaz & Cavas, 2018).

F. Teacher Empowerment

Empowerment includes several steps, with an emphasis on the need to continuously practice these steps to achieve the desired outcomes (Nunan et al., 2019). Kimwarey, Chirure and Omondi (2020) assert that an empowered individual has the skills and knowledge to act or improve in a positive way. Through teacher empowerment, teachers develop their own competence and self-discover their potential and limitations.

According to Bleumers et al. (2019), At a micro level, teacher empowerment can be conceptualized as providing teachers with the privilege to exercise professional reasoning with the daily curriculum and teaching subjects. On a higher level, it is conceptualized as the administration's investment in teachers by giving them the opportunity and freedom to be involved in the regulation of school objectives and policies.

Teachers' empowerment is one of the efficient motivational aspects to enhance teachers' commitment. Chib (2016) associated teachers' empowerment with intrinsic motivation. Empowerment has two facets as structural empowerment and psychological empowerment (Ameer, Bhatti, & Baig, 2020). Teachers' empowerment was psychological aspect because of self-determination and intrinsic values grounded in motivational encouragement.

Teacher empowerment as explained by Snodgrass Rangel et al. (2020) is a mixture of decision-making, professional growth, status, self-efficacy, autonomy, and impact.

Teacher empowerment is an effort to increase profession legal responsibility of teachers in school (Muhammad, 2020). It guarantees the effective performance of teachers' jobs through involvement in decisions (Squire-Kelly, 2019).

According to Bogler and Nir (2019), empowerment suggests real changes in one's involvement in decision making processe, professional expertise/ growth and rising autonomy - which were also proposed by Short and Rinehart (2022a)

G. Teacher Empowerment and Decision-making

Decision making as described by Short & Reinhart (2022), refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum. To be effective, teachers' participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually impact real outcomes". Hence, Short (2022) states that providing teachers' full-participation in critical decisions impacts their quality of work. By doing so, their voice is heard in many areas related to their work.

Many researchers have revealed that partaking in decision-making may intensify teachers' job satisfaction (Bouwmans et al., 2017; Lai & Schildkamp, 2016).

Hoy and Miskel (2018) claimed that most reasons that lead to higher job satisfaction also empower teachers. Interestingly, one way to recognize empowered teachers is in assessing the power to make free decisions by them (Jiang et al., 2019).

Eggleston (2019) showed that teachers may have a higher level of job satisfaction when school headmasters engage them in making decisions and offer occasions to develop in their jobs.

According to Short (2022), Decision- making means "involvement of teachers in important decisions that straightforwardly influence their job, for example, finances, teacher recruitment, planning, course, and other curricular areas." This allows teachers to control their working environment and teaching space and feel that they are appreciated by other staff.

Siuty et al. (2018) propose that teachers are the most well-appointed people to make decisions about what occurs in their schools.

In a quantitative research of 159 teachers conducted by Ngussa & Gabriel (2017) in Arusha city secondary schools in Tanzania to verify the link between engagement in decision-making and teachers' dedication, the results confirmed that teachers are committed to the success of their schools if they were involved in the decision-making process.

Sarafidou and Chatziioannidis (2018), in a survey study of 143 primary school teachers in Greece, investigated teacher engagement in different fields of decision-making. The results showed that the robust predictor of job satisfaction was their engagement in decisions concerning teacher concerns.

H. Teacher Empowerment and Professional growth

According to Short & Rinehart (2022), "Professional growth refers to the teachers' perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school". It denotes "teachers' insights that the education setting where they work offers them chances to develop, to learn constantly, and to develop skills" (Short, 2022).

Burkhauser (2017) stated that teachers should be permitted to work together and partake in professional learning with different teaching methods.
Izadinia (2016) stated headmasters and policymakers should recognize teachers that are involved in job-related improvement. Other studies have recognized teacher professional growth as a requirement for teaching and teacher education (e.g., Thomas, 2017).
Results from a national survey of 300 secondary school teachers in Punjab, India conducted by Bashir (2017) suggested that there was a positive connection between job satisfaction and professional development.
Another evidence from a survey of 44 junior high school teachers in Indonesia confirmed that there was a positive connection between teachers' professional growth and job satisfaction (Sudrajad et al., 2018).

I. Teacher Empowerment and Autonomy

As defined by Short & Reinhart (2022), "Autonomy refers to the teachers' feeling that they have control over various aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction. This type of control enables teachers to feel free to make decisions related to their educational milieu". "Impact refers to the teachers' perception that they can affect and influence school life"
According to Short (2022) teachers' work control allows them to make their own decisions and take more risks. In this manner, Short and Greer (1997) claim that creating a supportive environment can build teachers' sense of autonomy.
Dikilitaş & Griffiths (2017) claimed that Autonomy is an important dimension of teacher empowerment from a structural viewpoint. It is a sense of independence to make professional decisions related to their job (Benson, 2016).
Evers et al., (2017) demonstrated that professionalism and empowerment were shown to increase as curricular autonomy increased, which could mean that autonomy would be one encouraging structural factor for empowerment.
As stated by Berry et al. (2020), teachers that are provided autonomy and independence tend to become more good teachers; this is verified by the findings of the CTQ's survey of a big urban area in North Carolina; these findings suggested empowerment as a crucial facet in increasing student success.

J. Teacher Self – efficacy and Teacher Empowerment

Based on the study of Skaalvik, E.M & Skaalvik, S. (2017), Teacher self-efficacy as one of the dimensions of Teacher Empowerment Model, has been linked with school improvement attempts, by making a climax of empowered teaching professionals within the setting.
Additionaly, Banker (2017) stated that Teacher Self - eficacy shows teachers' beliefs in their ability in teaching and their capability to make a difference in their teaching setting. Moreover, it develops as teachers increase their competencies. When they accept their ability and knowledge of teaching is of value, they will sense more empowered (Short, 2018).
When teachers feel competent about their abilities, it affects student learning in a positive way. Empowering teachers is believed to influence their feeling of competency. This refers to teachers' perceptions of their knowledge, skills and talents for helping their students and establishing good programs for their students (Klecker & Loadman, 2018).
In this regard, Kimwarey, Chirure, & Omondi (2020) suggested that school administrators can empower teachers by offering simple compliments and recognizing student achievement, which in turn rewards the teachers who made the student achievement possible.

K. Theoretical Framework

1) Self – Efficacy Theory

The term 'self-efficacy" was first coined by psychologist Albert Bandura (1977) a Canadian-American psychologist and a professor at Stanford University. He originally proposed the concept, in his own words, as a personal judgment of "how well one can execute courses of action required to deal with prospective situations" (1977).
Self-Efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Bandura, 1977). To put it in more simple terms, self-efficacy is a person's belief in their ability to succeed in a particular situation.

2) Teachers' Sense of Efficacy Scale (TSES)

Three moderately correlated factors have been consistently found in the Teachers' Sense of Efficacy Scale (TSES). This study will examine the factor structure of the TSES of Tschannen-Moran and Woolfolk Hoy, 2001. These are teachers' efficacy in: Student Engagement, Instructional Practices, and Classroom Management.

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Stronger student engagement or improved student engagement are common instructional objectives expressed by educators. (Education Reform, 2016).

Instructional Practices are specific teaching methods that guide interaction in the classroom. These effective practices have been identified through research on student learning. Best Instructional Practices are like vehicles used by teachers to efficiently move students forward in their learning.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. (Education Reform, 2020).

3) Empowerment Theory

Empowerment involves a process of giving power or control over one's own life to an individual or group that has traditionally been marginalized or had control of their own life limited or surrendered (Zimmerman, 2000). Empowerment involves a strengthsbased approach, viewing individuals as having competencies and the right to function autonomously, yet needing opportunities and resources in the external environment to manifest those. It goes beyond simply giving an individual right, but also provides the needed social structure and resources to live those out, demonstrating one's abilities and exerting control over one's life. When support is provided, it is done from the perspective of collaboration, not professional expertise.

Empowerment theory (Perkins & Zimmerman, 1995; Sadan, 1997; Zimmerman 1995, 2000) encompasses both processes and outcomes. Relevant processes include those activities, structures, and actions that are empowering to someone or some group by enabling them to develop skills and obtain resources to solve problems affecting them. For example, this might include an individual deciding to participate in a community organization where they can learn new skills and gain control over their own life, an organization modifying its practices to include more democratic leadership, or an entire community working together to bring light to an important issue and demand change. Outcomes include the measurable level of empowerment an individual, organization, or community experiences as a result of an intervention that was designed to empower.

Some potential outcomes might include increased feelings of perceived control, use of newly developed skills, changes to organizational policy in response to identified concerns, or increased accessibility of community resources. Both processes and outcomes operate at multiple ecological levels (i.e., in individuals, organizations, and communities), and may manifest differently in different contexts and with different populations (Zimmerman, 2000).

The main framework in this study, self –efficacy, is anchored with Bandura's theory. Nevertheless, the researcher thinks of the benefits of having self – efficacy not only for teacher development but also thinks of its effect among the students. Therefore, he thinks that the higher the teacher self – efficacy is, the higher is his capability to help students to learn, to build effective programs for students, and to effectively improve student learning.

The assessment of teacher self – efficacy in terms of student engagement showed the motivation the students have towards learning. Secondly, the instructional practices are specifically pertaining to the effectiveness of teachers' teaching method which are also vehicles towards effective student learning. Lastly, classroom management mirrored how focused and organized a teacher is. All these are contributory factors to teacher self – efficacy that is why the researcher anchored his study with these concepts. The use of Zimmerman's Empowerment theory is likewise a vital ingredient in this study. The researcher believes that an empowered teacher displays confidence in and out of the classroom which often are translated into student confidence in the teacher. Empowered teachers teach within the standards, while incorporating their own freedom to express their own style of teaching. Similarly, this also inspired students to think freely about the subject matter.

The researcher chose decision-making, professional growth and autonomy as the most relevant factors to be assessed since they are also perceived as controlled in the Filipino culture. The researcher thinks that this makes teacher empowerment a crucial issue, especially within the Filipino context because in Filipino education, creating a hierarchy in which some teachers have power while others are powerless opposes the empowerment process because empowered teachers must be free to exercise their own professional judgment without being restricted by others.

L. Conceptual Framework

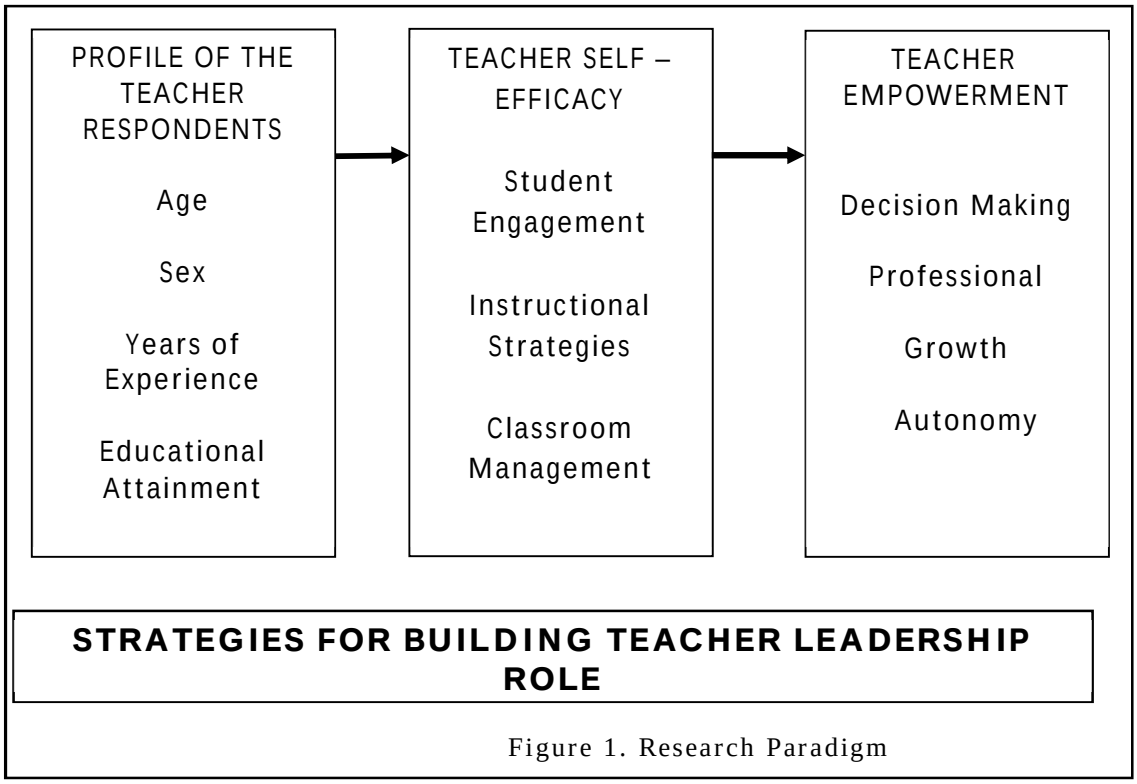


Figure 1. Research Paradigm

As presented in the figure above, the researcher gathered the teacher respondents' profile, including their age, sex, years of experience and educational attainment.
The teachers' self - efficacy was assessed based on Teachers' Sense of Efficacy Scale (TSES) with student engagement, instructional strategies and classroom management as variables.
Their empowerment also assessed based on School Participation Empowerment Scale (SPES) with decision making, professional growth and autonomy as variables.
Consequently, the significant relationship of the teacher self – efficacy and teacher empowerment was analyzed. The result was used by the researcher as guide in proposing strategies for building teacher for leadership roles.

M. Statement of the problem
This study assessed the self – efficacy and empowerment of teachers in a Secondary Public High School towards strategies for building teacher's leadership role.
Specifically, it sought answers to the following questions:

1. What is the profile of the teacher respondents in terms of:
   1.1. Age
   1.2. Sex
   1.3. Years of Teaching Experience
   1.4. Educational Attainment
2. What is the self-assessment of the teacher respondents as regards their self - efficacy in terms of:
   2.1. Efficacy in Student Engagement

2.2. Efficacy in Instructional Strategies
2.3. Efficacy in Classroom Management

3. Is there a significant difference in the self-assessment among the teacher respondents as regards self-efficacy when their profile is taken as test factor?
4. What is the self-assessment of the teacher respondents as regards their empowerment in terms of:
   4.1. Decision Making
   4.2. Professional Growth
   4.3. Autonomy
5. Is there a significant difference in the self-assessment among the teacher respondents as regards empowerment when their profile is taken as test factor?
6. Is there a significant relationship between the self – efficacy and empowerment of the teachers?
7. What program may be proposed based on the result of the study to prepare the teachers for leadership role?

N. Hypothesis of the Study

The following hypotheses will be tested:
Ho1: There is no significant difference in the self-assessment among the teacher respondents as regards self-efficacy when their profile is taken as test factor.
Ho2: There is no significant difference in the self-assessment among the teacher respondents as regards empowerment when their profile is taken as test factor.
Ho3: There is no significant relationship between the self – efficacy and empowerment of the teachers.

O. Significance of the Study

This study will benefit the following people in various aspects:
Educational Leaders. The educational leaders will be strongly informed of the impact of teacher self – efficacy in their empowerment thus, they will be guided to come up with the valuable programs to strengthen these very important variables towards a sound educational system.
Teachers. They realize the value of their self - efficacy and empowerment. As a consequence, the teachers will be able to strengthen this particular positive strength within themselves.
Human Resource (HR) Manager. The HR managers in the university will have an in - depth understanding of teacher self - efficacy and empowerment by providing meaningful training programs. These programs can help teachers to experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students' misbehaviors.
Guidance Counselors. Guidance is a developmental process whereby an individual is helped to appreciate, accept and practice his abilities, skills and interests and attitudinal patterns relating to his aspirations. This study will lead the way for guidance counselors to help teachers to confidently understand and accept themselves, and effectually practice their vocation and live in their society.
Students. The benefits of having self – efficacy is not only for teacher development but also for the students. Therefore, this study will guide teachers towards self – efficacy and empowerment which will also help students to learn effectively. An efficacious teacher will enable students to be more motivated and successful in their learning endeavor.
Future Researchers. The literature review and the result of this study will give better perspectives concerning the impact of teacher self - efficacy on their empowerment.

P. Scope and Delimitation of the Study

This study explored the relationship between teacher self-efficacy and teacher empowerment within a selected High School. This study delimited the teacher respondents to 225 of the total population of about 307 teachers. They will be purposively selected based on the selection criteria.
The result of the study delimited from the outcome of the adapted survey questionnaires on teacher self - efficacy and teacher empowerment that the researcher based on the applicability of the scales in the context of the study.

Q. Definition of Terms

The researcher listed the terms used in this study. This section defines the variables as well as the other pertinent terms referred to throughout the study.

Autonomy
Teacher empowerment involves autonomy, which refers to the sense of freedom to make decisions. It is important to regard teachers as professionals and allow them to make decisions concerning their job.
Classroom Management
Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.
Decision Making
Decision-making is one dimension of empowerment. Allowing teachers to have a role in making decisions about their work environment is important to achieving teacher empowerment.
Instructional Strategies
Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can: motivate students and help them focus attention, organize information for understanding and remembering and monitor and assess learning.
Professional Growth
Professional growth concerns the teacher's perception of whether or not they are allowed to develop their skills. Teachers should be allowed to collaborate with their peers and participate in professional learning concerning various teaching strategies. Professional learning is imperative for teachers to meet the needs of the diverse learners of today.
Self – Efficacy
Self-efficacy is the belief teachers have in their own abilities, specifically their ability to meet the challenges ahead of them and complete a task successfully. General self-efficacy refers to the teachers' overall belief in their ability to succeed.
Student Engagement
In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
Teacher Empowerment Allowing teachers to exercise control and increase self-efficacy. Self-efficacy can be described as developing a sense of personal power, strength, or mastery that aids in increasing one's capacity to act in situations where one feels a lack of power.

II. METHODOLOGY

This chapter presented the research design that was used, the respondents of the study, the research instrument, the data gathering procedure and the statistical data analysis that were used.

A. Research Design

This is mainly a descriptive – comparative - correlational research. The first method of inquiry is based on an adapted questionnaire, Teachers' Sense of Efficacy Scale (TSES). This study examined the factor structure of the TSES of Tschannen-Moran and Woolfolk Hoy, 2001. These are teachers' efficacy in: Student Engagement, Instructional Practices, and Classroom Management. The researcher analyzed the significant difference between teacher self – efficacy and their age, sex, and years of experience.
Also, this study adapted and modified the measurement model of teacher empowerment, the School Participation Empowerment Scale (SPES) developed by Short and Rinehart (2022). Three items were chosen based on the Filipino culture, namely decision making, professional growth and autonomy.

B. Sample and Sampling Technique

The participants in this study are the 225 teacher respondents from the total population of around 307. The selection was based on the purposive sampling. Only those teachers who have served the subject institution for at least 2 years, regular status, fulltime teaching, available during the conduct of the study and who are willing to participate was chosen. The outcome of the survey from the adapted survey questionnaires on teacher self - efficacy and teacher empowerment was the reference of this study.

C. Research Locale

The study was conducted at a High School located within the municipal compound of Cainta, Rizal, Philippines. Founded in 1973, the school has built a reputation as a "Division Leader School" in Rizal, known for its academic excellence and student development initiatives.

In the academic year 2023-2024, the school is supported by a faculty of 307 teachers. The main campus in Rospack caters to a total of 5,072 students spanning grades 7 to 10. The JICA-Annex accommodates 2,957 students, including 106 learners with exceptionalities, while the Karangalan-Annex has an enrollment of 1,035 students. Altogether, the total enrollment att eh school was 9,064 students. With its large student population and dedicated teaching staff, the school continues to uphold its commitment to providing quality education and support to students from diverse backgrounds, including learners with exceptionalities, to help them achieve their academic and personal goals.

D. Research Instrument

The questionnaires were adapted to fit the objective of analyzing teacher self – efficacy and empowerment. They likewise underwent the test of reliability with Cronbach's Alpha.

The first part aimed to assess the self – efficacy of teachers through an adapted questionnaire called Teachers' Sense of Efficacy Scale (TSES). This study examined the factor structures of the TSES of Tschannen-Moran and Woolfolk Hoy, 2001. These are teachers' efficacy in: student engagement, instructional practices, and classroom management.

The second method of inquiry is the assessment of the teachers' empowerment witgin the school through the School Participation Empowerment Scale (SPES) developed by Short and Rinehart (2022). Three items were chosen based on the Filipino culture, namely decision making, professional growth and autonomy.

The overall reliability of the questionnaire obtained Cronbach's Alpha are = 0.978 and 0.964 showing a very consistent result for all of the items. The reliability test result indicated that the research instrument is statistically reliable.

E. Data Gathering Procedure

The researcher adapted questionnaires validated by the experts in the fields of educational leadership and psychology.

After which, a formal letter of request was emailed to the SDS of Rizal and received offocial endorsement. A letter of request was also submitted to the School Princpal of the selected Public High School to request permission to conduct the study. Upon approval was granted, the questionnaires were distributed to the department heads and then shared with the teacher- respondents through Google Forms for the data collection.

This study was conducted during the second semester of school year 2023-2024.

F. Statistical Treatment of Data

In analyzing the data gathered, the following statistical treatments was used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software:

1. Frequency Count and Percentage

This was used by the researcher in the analysis of the profile of the teacher respondents in terms of age, sex, years of teaching experience and educational attainment.

2. Weighted Mean

This was used by the researcher to analyze the teacher self – efficacy in terms of student engagement, efficacy in instructional strategies and efficacy in classroom management.

Secondly, the teachers also assesed their empowerment in terms of decision making, professional growth and autonomy.

3. T-test /ANOVA

The t-test and/or Analysis of Variance or F-test was used by the researcher to determine if there is significant difference in the self - efficacy of teachers when their profiles are taken as factors.

The results were interpreted as follows:

Weight	Scale/Range	Description/Interpretation
4	3.51-4.00	Strongly Agree/Very High Level
3	2.51-3.50	Agree/High Level
2	1.51-2.50	Disagree/Moderate Level
1	1.00-1.50	Strongly Disagree/Low Level

4. Pearson's r Correlation Analysis
The researcher used Pearson's r correlation analysis to determine the significant relationship between the self – efficacy of teachers and their empowerment.

G. Decision Criteria
The analysis of the hypothesis will be carried out using the 0.05 level of significance. The null hypothesis will be accepted if the computed significance value is greater than the set value at 0.05; otherwise, it will be rejected.

H. Ethical Consideration
The selection of the participants for this research is assured of informed consent and voluntary participation. Collection of the information on the research instruments were only be used for the research and with the utmost confidentiality. The privacy and anonymity of the research participants are significantly respected. The research instrument provides sufficient information and assurances for the participants to understand the implications of their participation. They are given freely the decision of their participation considering their right to withdraw from the study anytime if they wish to do so.
The instrument was validated and free from offensive, discriminatory, or another unacceptable language. The questions and conduct for the unstructured interview were done professionally and systematically according to the research objectives and was subjected to the availability of the participants.
Moreover, this paper acknowledges the works of other authors that had been used in any part of the dissertation with the use of the APA 7th edition format according to the dissertation format.
Lastly, the discussions and analyses were maintained at the highest level of objectivity throughout the research.

III. RESULTS

This chapter deals with the presentation of the gathered data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the respondents and their assessment of their present situation are hereby presented.

A. Profile of the Respondents
Table 1 shows the demographic profile of the student respondents in terms of their age, and sex.

Table 1
Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
21-30 years old	35	15.6%
31-40 years old	66	29.3%
41 years old & above	124	55.1%
Total	225	100%
Sex		
Male	49	21.8%
Female	176	78.2%
Total	225	100%
Years of Experience		
2-10 years	92	40.9%
11-20 years	66	29.3%
21 years & above	67	29.8%
Total	225	100%
Education		
Bachelor	150	66.7%
Masteral	68	30.2%
Doctoral	7	3.1%
Total	225	100%

In terms of age, thirty-five (35) or about 15.6% of the teacher respondents are within 21 to 30 years old, sixty-six (66) or 29.3% are aged between 31 to 40 years old, while one hundred twenty-four (124) or 55.1% are 41 years old and above. This means that majority of the teacher respondents are 41 years old and above. This may be taken to mean that the respondents have accumulated considerable experience given their age.

In terms of sex, forty-nine (49) or 21.8% of the teacher respondents are male, while one hundred seventy-six (176) or 78.2% are female. This means that the majority of the teacher respondents are females in terms of sex. This may be taken to mean that there are more female teachers than male teachers in the institution.

In terms of years of experience, ninety-two (92) or 40.9% of the teacher respondents have 1 to 10 years of experience, sixty-six (66) or 29.3% have 11 to 20 years of experience, and sixty-seven (67) or 29.8% have 21 years and above of teaching experience. This means that the majority of the teacher respondents have been teaching for 2 to 10 years. This illustrates that the period of time that the teachers has spent as teachers is already a very long time which will enable them to assess their job more suitably.

In terms of educational attainment, one hundred fifty (150) or 66.7% of the teacher respondents hold a Bachelor's degree, while sixty-eight (68) or 30.2% have a Master's degree, and seven (7) or 3.1% have obtained a Doctoral degree. This means that the majority of the teacher respondents are holders of a Bachelor's degree. This may be taken to mean that the teachers are qualified to teach as they meet the basic requirements.

B. Self-Assessment of the Teacher Respondents as regards their Self - Efficacy

Table 2 to 4 show the self-assessment of the teacher respondents as regards their self - efficacy in terms of Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management.

Table 2
Self-Assessment of the Teacher Respondents as regards their Self - Efficacy on Efficacy in Student Engagement

	Mean	SD	QD	Interpretation	Rank
1. I can motivate my students who show low interest in school work.	3.31	.57	Agree	High Level	3
2. I can get my students to believe they can do well in school work.	3.32	.66	Agree	High Level	2
3. I can do much to help my students value learning.	3.33	.72	Agree	High Level	1
4. I can do much to improve the understanding of a student who is failing.	3.19	.72	Agree	High Level	4
5. I can assist families in helping their children do well in school.	3.04	.68	Agree	High Level	5
Composite Mean	3.24	.59	Agree	High Level	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The highest-rated item in terms of student engagement is the teachers' belief that they can help students value learning, with a mean of 3.33 and a standard deviation of .72. The teachers "agree" that they possess this ability, reflecting a high level of self-efficacy in influencing students' perceptions of the importance of learning. This suggests that the respondents are confident in their role as facilitators of meaningful learning experiences and believe they can inspire students to see value in their education.

The lowest-rated self-efficacy item is the ability of teachers to assist families in helping their children succeed academically, which has a mean of 3.04 and a standard deviation of .68. While still rated at a high level of self-efficacy, this item scored lower than others, suggesting that teachers may feel slightly less confident in their capacity to influence students indirectly through family engagement. The result could reflect challenges in bridging home-school partnerships or feeling less equipped to guide families in supporting their children's academic progress.

The overall composite mean for efficacy in student engagement is 3.24, with a standard deviation of .59, placing the respondents at a "high level" of self-efficacy. This indicates that, overall, teachers feel confident in their ability to engage students effectively, whether through motivation, support for struggling learners, or instilling a belief in academic success. Although there are minor variations across the specific items, the general sentiment is that the teachers perceive themselves as capable of fostering student engagement in meaningful ways.

Table 3
Self-Assessment of the Teacher Respondents as regards their Self - Efficacy on Efficacy in Instructional Strategies

	Mean	SD	QD	Interpretation	Rank
1. I can craft good questions for my students.	3.12	.80	Agree	High Level	5
2. I can use a variety of assessment strategies.	3.16	.83	Agree	High Level	3
3. I can provide an alternative explanation or example when my students are confused.	3.27	.78	Agree	High Level	1
4. I can adjust my lessons to the proper level for individual students.	3.24	.81	Agree	High Level	2
5. I can implement alternative strategies in my classroom very well.	3.14	.81	Agree	High Level	4
Composite Mean	3.18	.76	Agree	High Level	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The highest-rated item in terms of instructional strategies is the teachers' belief that they can provide alternative explanations or examples when students are confused, with a mean of 3.27 and a standard deviation of .78. This reflects a high level of confidence in their ability to adapt instruction in real-time to support student understanding. The ability to offer multiple approaches to a concept is crucial for addressing diverse learning needs, and the teachers' high self-efficacy in this area suggests they are well-prepared to handle instructional challenges and ensure comprehension.

The lowest-rated item is the ability to craft good questions for students, with a mean of 3.12 and a standard deviation of .80. While still within the "high level" of self-efficacy, this score suggests a relative area of lower confidence compared to other instructional strategies. Effective questioning is key to deepening understanding and fostering critical thinking, and the slightly lower score here might indicate that teachers feel less certain about their ability to consistently develop high-quality, thought-provoking questions.

The overall composite mean for efficacy in instructional strategies is 3.18, with a standard deviation of .76, indicating that the teachers generally feel confident in their instructional abilities. They believe they can apply a range of strategies, from adjusting lessons to individual needs to implementing alternative approaches when needed. While there are slight variations in specific areas, such as questioning techniques, the overall sentiment is one of high self-efficacy, reflecting a strong foundation in the skills necessary to deliver effective and adaptable instruction.

The highest-rated item regarding classroom management is the teachers' confidence in getting students to follow classroom rules, with a mean of 3.16 and a standard deviation of .85. This high level of self-efficacy reflects teachers' belief that they can effectively enforce and maintain discipline within the classroom.

Table 4
Self-Assessment of the Teacher Respondents as regards their Self - Efficacy on Efficacy in Classroom Management

	Mean	SD	QD	Interpretation	Rank
1. I can control disruptive behavior in my classroom.	3.08	.83	Agree	High Level	4
2. I can get my students to follow classroom rules.	3.16	.85	Agree	High Level	1
3. I can calm a student who is disruptive or noisy.	3.12	.84	Agree	High Level	2
4. I can respond to defiant students very well.	3.04	.86	Agree	High Level	5
5. I can establish a classroom management system with each group of students very well.	3.12	.85	Agree	High Level	2
Composite Mean	3.10	.81	Agree	High Level	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The ability to ensure students adhere to rules is fundamental to creating an environment conducive to learning, and the respondents express strong confidence in managing this aspect of classroom control.
The lowest-rated item is the teachers' confidence in responding to defiant students, with a mean of 3.04 and a standard deviation of .86. Although this is still rated as a "high level" of self-efficacy, it suggests that teachers feel slightly less confident in handling defiant behaviors compared to other classroom management tasks. Dealing with defiant students can be particularly challenging, requiring not only classroom control techniques but also psychological and behavioral insights, which may explain the slightly lower confidence in this area. The overall composite mean for classroom management is 3.10, with a standard deviation of .81, indicating that teachers generally feel confident in managing classroom behavior and maintaining order. Their self-assessment shows high efficacy across all areas, from controlling disruptive behavior to establishing classroom management systems. However, slight variations in confidence suggest that while they are proficient in enforcing rules and calming noisy students, they might feel somewhat less equipped to address more challenging behaviors, such as defiance. Overall, the teachers' self-perception reflects a strong capacity to maintain a well-managed classroom environment.

C. Summary of the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy

Table 5 shows the summary of the self-assessment of the teacher respondents as regards their self - efficacy in terms of Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management.
Among the three dimensions, the highest self-efficacy rating is in Student Engagement, with a mean of 3.24 and a standard deviation of .59. This suggests that teachers feel most confident in their ability to motivate students, foster a belief in academic success, and support students in valuing learning.

Table 5
Summary of the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy

	Mean	SD	QD	Interpretation	Rank
Efficacy in Student Engagement	3.24	.59	Agree	High Level	1
Efficacy in Instructional Strategies	3.18	.76	Agree	High Level	2
Efficacy in Classroom Management	3.10	.81	Agree	High Level	3
Overall	3.18	.65	Agree	High Level	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The high rating in this category reflects the teachers' perception that they are effective at building meaningful connections with students, which is critical for promoting engagement and ensuring that students stay invested in their academic progress.
The lowest-rated area is Classroom Management, with a mean of 3.10 and a standard deviation of .81. While still within the "high level" of self-efficacy, this slightly lower score indicates that teachers may feel less certain about their abilities to manage disruptive or defiant behaviors compared to engaging students or delivering effective instruction. Although they have confidence in maintaining order and enforcing rules, the complexity of managing student behaviors in a classroom setting may present a greater challenge, leading to a lower self-assessment in this area.
The composite mean across all three areas—Student Engagement, Instructional Strategies, and Classroom Management—is 3.18, with a standard deviation of .65, reflecting a "high level" of self-efficacy overall. This suggests that the teacher respondents generally feel competent and capable in their professional roles, with a strong belief in their ability to engage students, use diverse instructional strategies, and manage classrooms effectively. While their confidence varies slightly across the three areas, the overall assessment indicates that the teachers possess a solid foundation of self-efficacy, which is vital for their effectiveness and success in the classroom. The relatively close scores across the categories show a well-rounded sense of professional competence, with slightly stronger confidence in student engagement.

D. Self-Assessment of the Teacher Respondents as regards their Empowerment
Table 6 to 8 show the self-assessment of the teacher respondents as regards their empowerment in terms of Decision Making, Professional Growth, and Autonomy.
The highest-rated item in terms of decision-making empowerment is the opportunity given to teachers to share their knowledge with other teachers, with a mean of 2.98 and a standard deviation of .88.

Table 6
Self-Assessment of the Teacher Respondents as regards their Empowerment on Decision Making

	Mean	**SD**	**QD**	**Interpr e tation**	**Rank**
1. I was given the responsibility to monitor school programs.	2.73	.91	Agree	High Level	**4**
2. I was involved in making decisions in budgeting.	2.46	.92	Disag ree	Low Level	**5**
3. I was given an opportunity to share my knowledge with other teachers.	2.98	.88	Agree	High Level	**1**
4. Other teachers asked for my opinion in making decisions.	2.97	.85	Agree	High Level	**2**
5. I have an opportunity to teach other teachers about new ideas.	2.88	.90	Agree	High Level	**3**
Composite Mean	**2.80**	**.79**	**Agree**	**High Level**	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

This suggests that teachers feel empowered when they are recognized as valuable resources within their professional community. The ability to share expertise is a significant form of empowerment, as it allows teachers to contribute to the growth and improvement of their colleagues, fostering a collaborative work environment. The high level of agreement reflects teachers' confidence in their roles as contributors to school-wide knowledge-sharing initiatives.
The lowest-rated item is involvement in making decisions related to budgeting, with a mean of 2.46 and a standard deviation of .92, which falls under the "low level" category. This indicates that teachers feel significantly less empowered when it comes to financial decision-making within the school. Budgeting decisions are often made at administrative levels, and this result suggests that teachers perceive limited

involvement or influence in such areas. The lack of participation in financial matters might contribute to feelings of disempowerment in a critical aspect of school operations.

The overall composite mean for teacher empowerment in decision-making is 2.80, with a standard deviation of .79, indicating a general agreement that teachers feel empowered in some aspects of decision-making. However, the distribution of scores reveals that while teachers feel empowered to share knowledge and contribute to school programs, their involvement in more formal administrative decisions, such as budgeting, is limited. This highlights a more collaborative sense of empowerment in areas related to teaching and peer support, but with less involvement in decisions that affect broader institutional governance.

The highest-rated item regarding professional growth empowerment is the opportunity to develop professionalism, with a mean of 3.28 and a standard deviation of .75. This reflects teachers' strong sense of empowerment in being able to enhance their professional skills and competencies. The ability to continuously improve as professionals is crucial for career satisfaction and effectiveness, and the high rating here indicates that the respondents feel well-supported in their journey of professional development.

Table 7
Self-Assessment of the Teacher Respondents as regards their Empowerment on Professional Growth

	Mean	**SD**	**QD**	**Interpretation**	**Rank**
1. I was given a role that is suited to my skills in school.	3.17	.75	Agree	High Level	**5**
2. I was treated like a professional.	3.27	.77	Agree	High Level	**2**
3. I have an opportunity to develop my professionalism.	3.28	.75	Agree	High Level	**1**
4. I was given an opportunity to study further.	3.18	.80	Agree	High Level	**4**
5. I have an opportunity to collaborate with other teachers in school.	3.24	.77	Agree	High Level	**3**
Composite Mean	3.23	.71	**Agree**	**High Level**	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The lowest-rated item is the role given to teachers being suited to their skills in school, with a mean of 3.17 and a standard deviation of .75. Although still within the "high level" of empowerment, this slightly lower score suggests that some teachers feel their roles may not fully align with their strengths or areas of expertise. While the majority of respondents agree that their roles are appropriate for their skills, the relatively lower score compared to other items hints at room for improvement in role assignment to ensure teachers are fully utilizing their potential.

The overall composite mean for empowerment in professional growth is 3.23, with a standard deviation of .71, indicating a high level of agreement that teachers feel empowered in their professional development. Teachers perceive they are treated as professionals, have opportunities to pursue further studies, and can collaborate with their colleagues—all key aspects of professional growth. This suggests that the school environment supports continuous learning and collaboration, which are essential for long-term career satisfaction and personal growth in the profession.

Table 8
Self-Assessment of the Teacher Respondents as regards their Empowerment on Autonomy

	Mean	**SD**	**QD**	**Interpretation**	**Rank**
1. I have an opportunity to request class I want to teach.	2.39	.91	Disagree	Low Level	**5**

2. I'm teaching my requested subject.	2.75	.96	Agree	High Level	**4**
3. I have the freedom to make decisions in teaching techniques.	3.19	.86	Agree	High Level	**1**
4. I decide on my lesson plan.	3.13	.78	Agree	High Level	**3**
5. I a free to implement my own teaching strategy.	3.19	.86	Agree	High Level	**1**
Composite Mean	**2.93**	**.73**	**Agree**	**High Level**	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

The highest-rated items regarding autonomy are teachers' freedom to make decisions in teaching techniques and their ability to implement their own teaching strategies, both with a mean of 3.19 and a standard deviation of .86. This indicates that teachers feel a strong sense of empowerment in determining how they deliver instruction in the classroom. The ability to adapt teaching methods to meet students' needs is essential for effective teaching, and the high level of agreement suggests that teachers are confident in their ability to exercise professional judgment when it comes to instructional strategies.
The lowest-rated item is the opportunity to request the class they want to teach, with a mean of 2.39 and a standard deviation of .91, falling within the "low level" of empowerment. This suggests that teachers feel significantly less empowered when it comes to choosing their preferred subjects or grade levels. The limited autonomy in selecting teaching assignments may reflect administrative constraints or school policies, leading to reduced flexibility in this area, which could potentially impact teacher satisfaction and morale.
The overall composite mean for teacher autonomy is 2.93, with a standard deviation of .73, indicating that while teachers generally agree they have a high level of autonomy in many aspects of their professional work, there are areas where this sense of empowerment is lacking. Specifically, teachers feel they have significant freedom in crafting lesson plans and selecting teaching techniques, but they experience less control over class assignments. The high level of autonomy in instructional decisions is encouraging, as it allows teachers to adapt their teaching to student needs, but the lower score in class selection highlights a gap in teacher autonomy that could be addressed to further enhance their empowerment.

E. Summary of the Self-Assessment of the Teacher Respondents as regards their Empowerment

Table 9 shows the summary of the self-assessment of the teacher respondents as regards their empowerment in terms of Decision Making, Professional Growth, and Autonomy.

Table 9
Summary of the Self-Assessment of the Teacher Respondents as regards their Empowerment

	Mean	SD	QD	Interpretation	Rank
Decision Making	2.80	.79	Agree	High Level	1
Professional Growth	3.23	.71	Agree	High Level	2
Autonomy	2.93	.73	Agree	High Level	3
Overall	2.99	.64	Agree	High Level	

Legend: 3.51-4.00 Strongly Agree/ Very High Level; 2.51-3.50 Agree/ High Level; 1.51-2.50 Disagree/ Low Level 1.00-1.50 Strongly Disagree/ Very Low Level

Among the three dimensions, the highest self-assessment is in Decision Making, with a mean of 2.80 and a standard deviation of .79, indicating a "high level" of agreement that teachers feel somewhat empowered in their decision-making processes. This suggests that teachers perceive a degree of involvement in decision-making, particularly in aspects related to their roles, such as sharing knowledge and being

consulted by peers. However, while they feel empowered in certain areas, the lower mean in this category compared to the others indicates that there may still be significant limitations regarding their influence on more formal or administrative decisions, such as budgeting or policy-making.

The second highest self-assessment is in Professional Growth, with a mean of 3.23 and a standard deviation of .71. This high score reflects teachers' strong belief that they are given opportunities to develop their professionalism and collaborate with colleagues. Teachers feel recognized and treated as professionals, which fosters an environment conducive to continuous learning. The high level of empowerment in this dimension suggests that professional development initiatives and collaborative opportunities are effective and appreciated by the teachers, supporting their growth and overall job satisfaction.

The self-assessment of empowerment in Autonomy ranks third, with a composite mean of 2.93 and a standard deviation of .73, indicating a high level of agreement that teachers feel empowered in many aspects of their teaching practice. Teachers express confidence in making decisions related to lesson planning and instructional techniques, which are essential for effectively addressing the needs of their students. However, the lower score in the area of requesting the classes they wish to teach reflects a notable limitation in autonomy that could impact their overall job satisfaction and sense of ownership in their roles.

The overall composite mean of 2.99 across all dimensions suggests that teachers generally feel empowered in their roles, with a significant degree of agreement in Decision Making, Professional Growth, and Autonomy. This indicates a favorable environment for teacher empowerment, albeit with areas for improvement, particularly concerning formal decision-making processes and class assignments. Overall, enhancing teachers' input in critical areas could further strengthen their empowerment and lead to increased job satisfaction and effectiveness in their teaching roles.

F. Significant Differences in the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy

Table 10 shows the significant differences in the self-assessment of the teacher respondents as regards their self - efficacy in terms of Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management when the respondent's demographic profiles are taken as test factors.

Age

The analysis of the self-assessment of teacher respondents regarding their self-efficacy in three areas—Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management—reveals no significant differences when age is taken as a test factor.

Table 10
Differences in the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Efficacy in Student Engagement	21-30 years old	3.2229	.72562	.261	.770	Accepted	Not Significant
	31-40 years old	3.2091	.56179				
	41 years old & above	3.2710	.57379				
Efficacy in Instructional Strategies	21-30 years old	3.0971	.74892	.435	.648	Accepted	Not Significant
	31-40 years old	3.2455	.71451				
	41 years old & above	3.1855	.79149				
Efficacy in Classroom	21-30 years old	2.9600	.85378	1.079	.342	Accepted	Not Significant
	31-40 years old	3.0667	.78708				

Management	41 years old & above	3.1742	.81289				
Overall	21-30 years old	3.0933	.72223	.444	.642	Accepted	Not Significant
	31-40 years old	3.1737	.62187				
	41 years old & above	3.2102	.64893				
Efficacy in Student Engagement	Male	3.0612	.65473	6.151	.524	Accepted	Not Significant
	Female	3.2966	.56769				
Efficacy in Instructional Strategies	Male	3.0204	.86337	3.114	.236	Accepted	Not Significant
	Female	3.2364	.72604				
Efficacy in Classroom Management	Male	2.9306	.86270	3.061	.351	Accepted	Not Significant
	Female	3.1591	.79292				
Overall	Male	3.0041	.74441	4.715	.121	Accepted	Not Significant
	Female	3.2307	.61634				
Efficacy in Student Engagement	1-10 years old	3.2087	.56872	.342	.711	Accepted	Not Significant
	11-20 years old	3.2545	.61424				
	21 years & above	3.2866	.61420				
Efficacy in Instructional Strategies	1-10 years old	3.1543	.71290	.324	.724	Accepted	Not Significant
	11-20 years old	3.1758	.70994				
	21 years & above	3.2507	.87410				
Efficacy in Classroom Management	1-10 years old	3.0261	.78290	2.309	.102	Accepted	Not Significant
	11-20 years old	3.0455	.79984				
	21 years & above	3.2866	.84726				
Overall	1-10 years old	3.1297	.61080	1.016	.364	Accepted	Not Significant
	11-20 years old	3.1586	.64718				
	21 years & above	3.2746	.70720				
Efficacy in Student Engagement	Bachelor	3.1747	.59451	4.282	.015	Rejected	Significant
	Masteral	3.3559	.58114				
	Doctoral	3.6857	.38048				
Efficacy	Bachelor	3.1320	.73048	3.169	.044	Rejected	Significant

in Instructional Strategies	Masteral	3.2500	.82742				
	Doctoral	3.8286	.37289				
Efficacy in Classroom Management	Bachelor	3.0173	.79324	4.715	.010	Rejected	Significant
	Masteral	3.2382	.83524				
	Doctoral	3.8286	.45356				
Overall	Bachelor	3.1080	.64528	4.882	.008	Rejected	Significant
	Masteral	3.2814	.65013				
	Doctoral	3.7810	.33712				

The null hypothesis (Ho) is accepted for all three areas, indicating that age does not significantly impact teachers' self-efficacy perceptions.

For Efficacy in Student Engagement, the means for the different age groups are relatively close: 3.2229 for the 21-30 age group, 3.2091 for the 31-40 age group, and 3.2710 for those aged 41 and above. The highest mean is observed in the oldest age group, indicating a slightly greater confidence in engaging students. However, the lack of significant difference suggests that all age groups feel similarly effective in motivating students and fostering their interest in learning. This consistency across age groups may point to shared experiences and teaching strategies that transcend age-related differences, reinforcing the notion that engagement techniques can be effectively employed regardless of the teacher's age.

In terms of Efficacy in Instructional Strategies, the means are 3.0971 for 21-30 years old, 3.2455 for 31-40 years old, and 3.1855 for those aged 41 and above. Again, no significant differences are noted. The 31-40 age group exhibits the highest mean, suggesting a slightly higher confidence in their instructional methods. However, the acceptance of the null hypothesis implies that teachers across different age brackets possess comparable beliefs in their ability to employ effective instructional strategies. This uniformity in self-assessment might suggest that professional development and training opportunities are effective across the board, ensuring that all teachers feel equipped to deliver high-quality instruction.

The analysis of Efficacy in Classroom Management shows means of 2.9600 for the 21-30 age group, 3.0667 for the 31-40 age group, and 3.1742 for those aged 41 and above. Although there is a trend suggesting that older teachers feel more confident in managing classrooms, the differences are not statistically significant. The acceptance of the null hypothesis indicates that, regardless of age, teachers experience similar challenges and successes in classroom management. This could point to the idea that effective classroom management techniques are accessible to all age groups, perhaps due to shared training experiences and the collective knowledge gained from professional interactions.

Finally, the overall self-efficacy means across age groups show values of 3.0933 for the 21-30 age group, 3.1737 for the 31-40 age group, and 3.2102 for those aged 41 and above. While older teachers report slightly higher overall self-efficacy, the lack of significant difference reinforces that age does not play a crucial role in how teachers perceive their efficacy in their professional capacities. This consistency across the board is encouraging, as it suggests that regardless of age, teachers are confident in their abilities to engage students, employ effective instructional strategies, and manage classrooms. Overall, the findings indicate that factors other than age may be more influential in shaping teachers' self-efficacy perceptions, such as experience, training, or institutional support.

Sex

The analysis of self-assessment among teacher respondents concerning their self-efficacy—specifically in Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management—reveals that there are no significant differences based on sex. The null hypothesis (Ho) is accepted for all three areas, indicating that both male and female teachers perceive their self-efficacy similarly.

For Efficacy in Student Engagement, the mean self-assessment for male teachers is 3.0612, while for female teachers, it is notably higher at 3.2966. Despite this difference in means, the statistical test indicates that the result is not significant ($p = .524$), leading to the acceptance of the null hypothesis. This suggests that while female teachers might feel more effective in engaging students, this perception

does not reflect a statistically significant difference when compared to their male counterparts. The consistent level of agreement among both genders implies that engagement strategies employed by teachers may be perceived as universally applicable, irrespective of the teacher's sex.

In terms of Efficacy in Instructional Strategies, male teachers have a mean score of 3.0204, while female teachers report a higher mean of 3.2364. Although there is a difference in self-assessment, the statistical analysis shows a p-value of .236, indicating that the differences are not significant. The acceptance of the null hypothesis highlights that both male and female teachers perceive their instructional strategies as effective to a similar degree. This finding suggests that the training and resources available for developing instructional skills are effective across genders, fostering a shared confidence in teaching practices regardless of sex.

The results for Efficacy in Classroom Management reveal a mean of 2.9306 for male teachers and 3.1591 for female teachers. Although the female teachers again report a higher level of confidence in their classroom management skills, the analysis shows a p-value of .351, leading to the acceptance of the null hypothesis. This indicates that the differences in self-assessment are not statistically significant. The data suggests that, despite the variance in means, both male and female teachers face similar challenges and successes in managing their classrooms, highlighting that effective classroom management strategies may be accessible to all teachers, regardless of sex.

The overall self-efficacy means show a score of 3.0041 for male teachers and 3.2307 for female teachers. Again, while female teachers score higher, the differences are not significant ($p = .121$), leading to the acceptance of the null hypothesis. This overall result indicates that male and female teachers have comparable perceptions of their self-efficacy across all areas measured. The consistent agreement in self-assessment among teachers of different sexes suggests that factors influencing self-efficacy perceptions may be more related to individual experiences, training, and support systems rather than gender. In summary, while female teachers may feel slightly more confident in their teaching efficacy, the lack of significant differences underscores a shared commitment to effective teaching practices among all respondents.

Years of Experience

The analysis of self-assessment among teacher respondents regarding their self-efficacy in Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management indicates that there are no significant differences based on the years of experience of the respondents. The null hypothesis (Ho) is accepted for all three areas, suggesting that the number of years teachers have spent in the profession does not significantly influence their perceptions of self-efficacy.

For Efficacy in Student Engagement, the mean self-assessment for teachers with 1-10 years of experience is 3.2087, while those with 11-20 years report a mean of 3.2545, and teachers with 21 years and above have a mean of 3.2866. Although there is a trend showing that more experienced teachers tend to feel slightly more effective in engaging students, the p-value of .711 indicates that these differences are not statistically significant. This suggests that teachers across different experience levels share a similar confidence in their ability to motivate students and foster engagement. The uniformity in self-assessment may reflect the effectiveness of engagement strategies that are widely adopted, regardless of experience.

When examining Efficacy in Instructional Strategies, the means are 3.1543 for teachers with 1-10 years of experience, 3.1758 for those with 11-20 years, and 3.2507 for those with 21 years and above. Again, the differences do not reach statistical significance, as indicated by a p-value of .724. This suggests that regardless of their years of teaching experience, teachers perceive their ability to implement effective instructional strategies in a similar manner. The shared level of confidence might be attributed to professional development programs that equip teachers with the necessary skills, enabling them to feel competent in their instructional methods, irrespective of their tenure.

For Efficacy in Classroom Management, teachers with 1-10 years of experience reported a mean of 3.0261, while those with 11-20 years reported 3.0455, and those with 21 years and above reported the highest mean of 3.2866. Although there is a slight upward trend with increasing experience, the analysis shows a p-value of .102, which is not statistically significant. This lack of significant difference suggests that classroom management abilities are perceived similarly across all experience levels. It indicates that effective classroom management strategies may be integrated into teacher training and professional development programs, leading to comparable confidence in classroom management regardless of years of experience.

The overall self-efficacy means show scores of 3.1297 for teachers with 1-10 years, 3.1586 for those with 11-20 years, and 3.2746 for teachers with 21 years and above. While more experienced teachers report slightly higher overall self-efficacy, the p-value of .364 indicates that these differences are not statistically significant. The acceptance of the null hypothesis implies that teachers' years of experience do not significantly affect their perceptions of self-efficacy across the measured domains. This consistency in self-assessment may reflect the influence of shared professional development experiences and the collective knowledge that permeates the teaching profession, leading to a generally high level of self-efficacy among all respondents. Overall, the findings suggest that self-efficacy in teaching is bolstered by collective training and professional support rather than solely by individual experience.

Educational Attainment

The analysis of self-assessment among teacher respondents regarding their self-efficacy in Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management reveals significant differences based on educational attainment. The null hypothesis (Ho) is rejected for all three areas, indicating that educational level does have a meaningful impact on teachers' perceptions of their self-efficacy.

For Efficacy in Student Engagement, teachers with a Bachelor's degree reported a mean self-assessment of 3.1747, while those with a Master's degree reported a higher mean of 3.3559, and teachers holding a Doctoral degree had an even higher mean of 3.6857. The p-value of .015 signifies that the differences among these groups are statistically significant. This finding suggests that as educational attainment increases, so does the perceived ability to engage students effectively. Teachers with higher degrees may have access to more advanced pedagogical strategies and a deeper understanding of student psychology, which could enhance their efficacy in motivating and engaging students in the learning process.

In the domain of Efficacy in Instructional Strategies, the mean for Bachelor's degree holders is 3.1320, while Master's degree holders have a mean of 3.2500, and those with Doctoral degrees report a mean of 3.8286. The p-value of .044 indicates that these differences are also statistically significant. This result suggests that educational level plays a crucial role in shaping teachers' perceptions of their instructional strategies. Higher educational attainment may equip teachers with a broader repertoire of instructional techniques, allowing them to feel more confident in their ability to address diverse student needs effectively. The advanced training and knowledge acquired through graduate education likely contribute to this enhanced self-efficacy.

For Efficacy in Classroom Management, teachers with Bachelor's degrees reported a mean of 3.0173, while those with Master's degrees had a mean of 3.2382, and Doctoral degree holders had a mean of 3.8286. The p-value of .010 indicates that the differences are statistically significant, reinforcing the idea that educational attainment influences teachers' perceptions of their classroom management abilities. As teachers attain higher levels of education, they may gain more comprehensive strategies and theoretical knowledge about classroom dynamics, resulting in greater confidence in managing various classroom situations effectively. This trend highlights the importance of professional development and advanced education in preparing teachers for the challenges of classroom management.

The overall self-efficacy means reveal scores of 3.1080 for Bachelor's degree holders, 3.2814 for Master's degree holders, and 3.7810 for those with Doctoral degrees. The overall p-value of .008 indicates that these differences are significant, further supporting the conclusion that educational attainment is a critical factor in teachers' self-efficacy perceptions. The pattern across all measured areas shows a clear trend: higher educational qualifications correlate with increased self-efficacy. This suggests that investing in further education for teachers may not only enhance their personal confidence but also positively impact their effectiveness in the classroom, ultimately benefiting student outcomes.

G. Significant Differences in the Self-Assessment of the Teacher Respondents as regards their Empowerment

Table 11 shows the significant differences in the self-assessment of the teacher respondents as regards their empowerment in terms of Decision Making, Professional Growth, and Autonomy when the respondent's demographic profiles are taken as test factors.

Table 11
Differences in the Self-Assessment of the Teacher Respondents as regards their Empowerment According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Decision Making	21-30 years old	2.6857	.93593	.501	.607	Accepted	Not Significant
	31-40 years old	2.8333	.79350				
	41 years old & above	2.8306	.74748				
Professional Growth	21-30 years old	3.2571	.63537	.308	.735	Accepted	Not Significant
	31-40 years old	3.1727	.64868				
	41 years old & above	3.2548	.77369				
Autonomy	21-30 years old	3.0057	.81238	.233	.792	Accepted	Not Significant
	31-40 years old	2.9364	.64988				
	41 years old & above	2.9097	.75713				
Overall	21-30 years old	2.9829	.71003	.019	.981	Accepted	Not Significant
	31-40 years old	2.9808	.58257				
	41 years old & above	2.9984	.65901				
Decision Making	Male	2.7306	.96743	.613	.001	Rejected	Significant
	Female	2.8307	.73584				
Professional Growth	Male	3.1918	.79683	.187	.325	Accepted	Not Significant
	Female	3.2420	.69467				
Autonomy	Male	2.7918	.87365	2.313	.049	Rejected	Significant
	Female	2.9716	.68776				
Overall	Male	2.9048	.79361	1.122	.003	Rejected	Significant
	Female	3.0148	.59493				
Decision Making	1-10 years old	2.7000	.87279	2.898	.057	Accepted	Not Significant
	11-20 years old	2.7697	.72089				
	21 years & above	2.9970	.71137				
Professional Growth	1-10 years old	3.1783	.59850	.774	.463	Accepted	Not Significant
	11-20 years old	3.2152	.69664				
	21 years & above	3.3194	.87113				
Autonomy	1-10 years old	2.9065	.71496	.525	.592	Accepted	Not Significant
	11-20 years old	2.8909	.68314				
	21 years & above	3.0090	.80936				

Overall	1-10 years old	2.9283	.60718	1.649	.195	Accepted	Not Significant
	11-20 years old	2.9586	.61389				
	21 years & above	3.1085	.70961				
Decision Making	Bachelor	2.7200	.78544	5.137	.007	Rejected	Significant
	Masteral	2.9265	.78486				
	Doctoral	3.5714	.33523				
Professional Growth	Bachelor	3.1547	.69171	5.355	.005	Rejected	Significant
	Masteral	3.3235	.75708				
	Doctoral	3.9714	.07559				
Autonomy	Bachelor	2.8480	.70232	4.928	.008	Rejected	Significant
	Masteral	3.0500	.78674				
	Doctoral	3.6000	.30551				
Overall	Bachelor	2.9076	.62146	7.026	.001	Rejected	Significant
	Masteral	3.1000	.66162				
	Doctoral	3.7143	.20263				

Age

The analysis of self-assessment regarding teacher empowerment in terms of Decision Making, Professional Growth, and Autonomy indicates that age does not significantly affect teachers' perceptions in these areas. The null hypothesis (Ho) is accepted for all three categories, suggesting that the empowerment experienced by teachers remains relatively stable across different age groups.

In the Decision Making category, teachers aged 21-30 reported a mean score of 2.6857, while those in the 31-40 age group had a mean of 2.8333, and teachers aged 41 and above scored 2.8306. The p-value of .607 indicates that there are no statistically significant differences among the age groups regarding their perceived empowerment in decision-making processes. This finding suggests that regardless of age, teachers feel similarly empowered or constrained when it comes to participating in decision-making activities at their schools. The relatively low scores across all age groups may imply a systemic issue within the educational environment that limits teachers' involvement in decision-making processes, affecting all teachers uniformly, irrespective of their experience or age.

For Professional Growth, the mean scores are 3.2571 for the 21-30 age group, 3.1727 for the 31-40 age group, and 3.2548 for those aged 41 and above. The p-value of .735 further indicates that these differences are not statistically significant. This suggests that opportunities for professional growth, such as training and development, are perceived similarly by teachers across different age ranges. While younger teachers may be more actively seeking growth opportunities, older teachers may feel equally satisfied with their professional development experiences. The consistency in perceptions may reflect an equitable access to professional growth resources within the educational system.

In terms of Autonomy, teachers aged 21-30 reported a mean of 3.0057, while those in the 31-40 age bracket scored 2.9364, and the 41 and older group had a mean of 2.9097. The p-value of .792 indicates that there are no significant differences in the autonomy experienced by teachers across age groups. This finding suggests that autonomy in the classroom or in teaching methods is perceived similarly, regardless of the teacher's age. This lack of variation may point to a standardized approach to autonomy in teaching environments, where all teachers, irrespective of their experience or age, face similar constraints or freedoms.

Overall, the mean scores for empowerment are 2.9829 for teachers aged 21-30, 2.9808 for those aged 31-40, and 2.9984 for those aged 41 and above, with a p-value of .981 indicating that the differences are not significant. This uniformity across age groups reinforces the conclusion that empowerment in the areas of Decision Making, Professional Growth, and Autonomy does not vary significantly with age. It suggests a broader systemic issue that may need to be addressed to enhance empowerment across all age ranges within the teaching profession.

Sex

The analysis of self-assessment regarding teacher empowerment in terms of Decision Making, Professional Growth, and Autonomy reveals significant differences based on the sex of the respondents. In particular, Decision Making and Autonomy show notable disparities, while Professional Growth does

not. The null hypothesis (Ho) is rejected in the areas of Decision Making and Autonomy, indicating that sex does influence teachers' perceptions in these domains.

In the Decision Making category, male teachers reported a mean score of 2.7306, while female teachers scored higher at 2.8307. The p-value of .001 indicates a statistically significant difference between the two groups, leading to the rejection of the null hypothesis. This suggests that female teachers perceive themselves as more empowered in decision-making processes than their male counterparts. This finding may reflect broader systemic factors within the educational environment, where female teachers feel more included or valued in decision-making roles. The higher score among females could also indicate a greater willingness to engage in collaborative decision-making, whereas males may perceive barriers that limit their involvement. Understanding these dynamics can help schools foster a more inclusive environment for decision-making.

In contrast, the Professional Growth category reveals no significant differences between male and female teachers. Male teachers had a mean score of 3.1918, while female teachers scored 3.2420, with a p-value of .325. This suggests that both male and female teachers perceive their opportunities for professional growth as similar. The lack of significant differences indicates a level of equity in access to professional development resources and opportunities for both sexes. This could be a positive sign that professional growth initiatives are effectively reaching all teachers, regardless of gender, thus promoting a culture of continuous improvement and development in teaching practices.

The Autonomy category presents another significant difference, with male teachers scoring a mean of 2.7918 compared to female teachers at 2.9716. The p-value of .049 signifies a statistically significant difference, leading to the rejection of the null hypothesis. Female teachers report feeling more autonomous in their teaching practices than their male counterparts. This could suggest that female teachers have more freedom to implement their teaching strategies or that they feel more trusted by their administration. The implications of this finding may highlight the importance of fostering an environment where all teachers feel empowered to exercise their autonomy, as increased autonomy can lead to improved job satisfaction and student outcomes.

When considering the overall empowerment scores, male teachers reported a mean of 2.9048, while female teachers scored higher at 3.0148. The overall p-value of .003 indicates that significant differences exist in the general perception of empowerment between the two groups, prompting the rejection of the null hypothesis. This trend reinforces the earlier findings that female teachers feel more empowered in their professional roles compared to male teachers.

Years of Experience

The assessment of teacher empowerment in terms of Decision Making, Professional Growth, and Autonomy reveals no significant differences when analyzed against the years of teaching experience of the respondents. The results indicate that all categories of empowerment show similar perceptions across different experience levels, leading to the acceptance of the null hypothesis in each case. This suggests that the years of experience do not significantly influence how teachers view their empowerment in these domains.

In the Decision Making category, teachers with 2-10 years of experience reported a mean score of 2.7000, while those with 11-20 years scored 2.7697, and those with over 21 years scored the highest at 2.9970. The p-value of .057 indicates that while there is a trend towards significance, it does not reach conventional levels to reject the null hypothesis. This implies that despite the apparent increase in the mean scores with years of experience, the differences are not statistically significant. It could suggest that teachers, regardless of their experience, may feel similarly limited in their involvement in decision-making processes within their schools, potentially reflecting institutional or cultural barriers that affect all teachers equally.

Similarly, in the realm of Professional Growth, the mean scores range from 3.1783 for teachers with 1-10 years of experience to 3.3194 for those with over 21 years, with a p-value of .463. The absence of significant differences in this area indicates that all teachers, irrespective of experience, perceive their opportunities for professional growth as largely comparable. This consistency across experience levels may point to effective professional development programs that cater to teachers at various stages of their careers, ensuring that opportunities for growth are available to all.

The Autonomy category also exhibits no significant differences, with mean scores of 2.9065 for teachers with 1-10 years, 2.8909 for those with 11-20 years, and 3.0090 for those with over 21 years of experience. The p-value of .592 further confirms that the variations in perceived autonomy do not reach a statistically significant level. This suggests that teachers of all experience levels may face similar challenges or

limitations regarding their ability to make independent decisions in their teaching practices. This could indicate a systemic issue in the educational environment that restricts autonomy for all teachers, regardless of how long they have been in the profession.

When considering the overall empowerment scores, teachers with 1-10 years of experience had a mean of 2.9283, those with 11-20 years had a score of 2.9586, and those with over 21 years reported a mean of 3.1085. The overall p-value of .195 supports the finding that no significant differences exist across experience levels.

Educational Attainment

The analysis of the self-assessment of teacher respondents regarding their empowerment in Decision Making, Professional Growth, and Autonomy, segmented by educational attainment, reveals significant differences across all three dimensions. The data indicates that as teachers' educational qualifications increase, so too do their perceptions of empowerment in these areas, ultimately leading to the rejection of the null hypothesis in each case.

In the Decision Making category, teachers with a Bachelor's degree reported a mean score of 2.7200, while those with a Master's degree had a mean of 2.9265, and Doctoral degree holders reported a significantly higher mean of 3.5714. The p-value of .007 indicates a statistically significant difference, suggesting that educational attainment plays a crucial role in how empowered teachers feel regarding their involvement in decision-making processes. This trend indicates that teachers with higher degrees may possess greater confidence and credibility, enabling them to take on more significant roles in decision-making within their institutions. They might be more likely to have opportunities to contribute to discussions on policy, curriculum, and other vital areas, reflecting a deeper understanding of educational practices and a stronger voice in their professional environments.

Similarly, in terms of Professional Growth, Bachelor's degree holders scored a mean of 3.1547, while Master's degree holders scored 3.3235, and those with Doctorates achieved an impressive mean of 3.9714. The p-value of .005 indicates a significant difference in perceptions of professional growth opportunities based on educational attainment. Teachers with higher educational qualifications may have better access to advanced training, workshops, and networking opportunities, which contribute to their professional development. This difference suggests that educational qualifications may correlate with more substantial professional growth opportunities, enhancing teachers' skills, knowledge, and career advancement prospects.

In the Autonomy category, Bachelor's degree holders reported a mean score of 2.8480, Master's degree holders had a mean of 3.0500, and Doctoral degree holders reported a mean of 3.6000. The p-value of .008 confirms that these differences are significant. This trend indicates that teachers with higher educational attainment feel more empowered to make independent decisions in their teaching practices. The increased autonomy may be attributed to their advanced knowledge and expertise, which likely enables them to implement innovative teaching strategies and customize their approaches to meet the needs of their students. This sense of autonomy can lead to higher job satisfaction and a more engaged teaching practice.

Looking at the overall scores, Bachelor's degree holders had a mean of 2.9076, while Master's degree holders reported 3.1000, and Doctoral degree holders had a mean of 3.7143. The overall p-value of .001 indicates a highly significant difference, underscoring the impact of educational attainment on teachers' perceptions of their empowerment across all dimensions.

H. Relationship of the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy and Self-Assessment of the Teacher Respondents as regards their Empowerment

Table 13 shows the relationship between the self-assessment of the teacher respondents as regards their self - efficacy in terms of Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management and the self-assessment of the teacher respondents as regards their empowerment in terms of Decision Making, Professional Growth, and Autonomy.

Table 12
Relationship of the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy and Self-Assessment of the Teacher Respondents as regards their Empowerment

Variable	Profile	Computed r	Sig	Decision on Ho	Interpretation

Efficacy in Student Engagement	Decision Making	.597**	.000	Rejected	Significant
	Professional Growth	.583**	.000	Rejected	Significant
	Autonomy	.594**	.000	Rejected	Significant
	Total	.687**	.000	Rejected	Significant
Efficacy in Instructional Strategies	Decision Making	.607**	.000	Rejected	Significant
	Professional Growth	.592**	.000	Rejected	Significant
	Autonomy	.653**	.000	Rejected	Significant
	Total	.718**	.000	Rejected	Significant
Efficacy in Classroom Management	Decision Making	.517**	.000	Rejected	Significant
	Professional Growth	.536**	.000	Rejected	Significant
	Autonomy	.502**	.000	Rejected	Significant
	Total	.602**	.000	Rejected	Significant
Overall Self-Efficacy	Overall Empowerment	.739**	.000	Rejected	Significant

The relationship between Efficacy in Student Engagement and the empowerment variables shows significant positive correlations. Specifically, the computed r values are as follows: Decision Making ($r = .597$), Professional Growth ($r = .583$), and Autonomy ($r = .594$), with all correlations being significant at $p < .001$. This suggests that as teachers feel more capable of engaging students effectively, they also perceive themselves to have greater decision-making power, opportunities for professional growth, and autonomy in their roles. The total correlation for Efficacy in Student Engagement with overall empowerment is $r = .687$, indicating a robust relationship, suggesting that higher self-efficacy in engaging students is associated with enhanced empowerment.

Similar trends are observed in the domain of Efficacy in Instructional Strategies. The computed r values are Decision Making ($r = .607$), Professional Growth ($r = .592$), and Autonomy ($r = .653$), with each correlation also significant at $p < .001$. These results imply that teachers who feel more confident in their instructional strategies are likely to experience greater empowerment in making decisions, pursuing professional development, and exercising autonomy in their teaching. The total correlation for Efficacy in Instructional Strategies and overall empowerment stands at $r = .718$, which reinforces the importance of instructional self-efficacy in fostering a sense of empowerment among educators.

When examining Efficacy in Classroom Management, the correlations with empowerment factors remain significant: Decision Making ($r = .517$), Professional Growth ($r = .536$), and Autonomy ($r = .502$), all significant at $p < .001$. Although these values are slightly lower than those for Student Engagement and Instructional Strategies, they still indicate a positive relationship. The total correlation for Efficacy in Classroom Management with overall empowerment is $r = .602$, demonstrating that effective classroom management skills are linked to a stronger sense of empowerment.

Finally, when considering overall self-efficacy and overall empowerment, the computed r value of .739 is indicative of a strong, significant correlation ($p < .001$). This finding underscores that the collective self-assessment of efficacy in various teaching domains is closely tied to the teachers' sense of empowerment in their professional roles.

In summary, the results suggest that teacher respondents who assess themselves as more effective in student engagement, instructional strategies, and classroom management also feel more empowered in terms of decision-making, professional growth, and autonomy. These significant correlations imply that enhancing teacher self-efficacy may lead to increased empowerment, ultimately benefiting the educational environment. Thus, professional development programs aimed at improving self-efficacy could be crucial in fostering a more empowered teaching workforce.

IV. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter contains the summary of findings obtained through the conduct of this research. It also includes the conclusions and recommendations formulated by the researcher, which were based on the gathered and analyzed data.

A. Findings

1) Profile of the Respondents

In terms of age, the majority of the teacher respondents are 41 years old and above. This may be taken to mean that the respondents have accumulated considerable experience given their age.

In terms of sex, the majority of the teacher respondents are females in terms of sex. This may be taken to mean that there are more female teachers than male teachers in the institution.

In terms of years of experience, the majority of the teacher respondents have been teaching for 2 to 10 years. This illustrates that the period of time that the teachers has spent as teachers is already a very long time which will enable them to assess their job more suitably.

In terms of educational attainment, the majority of the teacher respondents are holders of a Bachelor's degree. This may be taken to mean that the teachers are qualified to teach as they meet the basic requirements.

2) Self-Assessment of the Teacher Respondents as regards their Self – Efficacy

Efficacy in Student Engagement

The highest-rated item in terms of student engagement is the teachers' belief that they can help students value learning, with a mean of 3.33 and a standard deviation of .72. The teachers "agree" that they possess this ability, reflecting a high level of self-efficacy in influencing students' perceptions of the importance of learning.

The lowest-rated self-efficacy item is the ability of teachers to assist families in helping their children succeed academically, which has a mean of 3.04 and a standard deviation of .68. While still rated at a high level of self-efficacy, this item scored lower than others, suggesting that teachers may feel slightly less confident in their capacity to influence students indirectly through family engagement.

The overall composite mean for efficacy in student engagement is 3.24, with a standard deviation of .59, placing the respondents at a "high level" of self-efficacy. This indicates that, overall, teachers feel confident in their ability to engage students effectively, whether through motivation, support for struggling learners, or instilling a belief in academic success.

Efficacy in Instructional Strategies

The highest-rated item in terms of instructional strategies is the teachers' belief that they can provide alternative explanations or examples when students are confused, with a mean of 3.27 and a standard deviation of .78. This reflects a high level of confidence in their ability to adapt instruction in real-time to support student understanding.

The lowest-rated item is the ability to craft good questions for students, with a mean of 3.12 and a standard deviation of .80. While still within the "high level" of self-efficacy, this score suggests a relative area of lower confidence compared to other instructional strategies.

The overall composite mean for efficacy in instructional strategies is 3.18, with a standard deviation of .76, indicating that the teachers generally feel confident in their instructional abilities. They believe they can apply a range of strategies, from adjusting lessons to individual needs to implementing alternative approaches when needed.

Efficacy in Classroom Management

The highest-rated item regarding classroom management is the teachers' confidence in getting students to follow classroom rules, with a mean of 3.16 and a standard deviation of .85. This high level of self-efficacy reflects teachers' belief that they can effectively enforce and maintain discipline within the classroom.

The lowest-rated item is the teachers' confidence in responding to defiant students, with a mean of 3.04 and a standard deviation of .86. Although this is still rated as a "high level" of self-efficacy, it suggests that teachers feel slightly less confident in handling defiant behaviors compared to other classroom management tasks.

The overall composite mean for classroom management is 3.10, with a standard deviation of .81, indicating that teachers generally feel confident in managing classroom behavior and maintaining order.

Their self-assessment shows high efficacy across all areas, from controlling disruptive behavior to establishing classroom management systems.

3) Self-Assessment of the Teacher Respondents as regards their Empowerment

Decision Making

The highest-rated item in terms of decision-making empowerment is the opportunity given to teachers to share their knowledge with other teachers, with a mean of 2.98 and a standard deviation of .88. This suggests that teachers feel empowered when they are recognized as valuable resources within their professional community.

The lowest-rated item is involvement in making decisions related to budgeting, with a mean of 2.46 and a standard deviation of .92, which falls under the "low level" category. This indicates that teachers feel significantly less empowered when it comes to financial decision-making within the school.

The overall composite mean for teacher empowerment in decision-making is 2.80, with a standard deviation of .79, indicating a general agreement that teachers feel empowered in some aspects of decision-making. However, the distribution of scores reveals that while teachers feel empowered to share knowledge and contribute to school programs, their involvement in more formal administrative decisions, such as budgeting, is limited.

Professional Growth

The highest-rated item regarding professional growth empowerment is the opportunity to develop professionalism, with a mean of 3.28 and a standard deviation of .75. This reflects teachers' strong sense of empowerment in being able to enhance their professional skills and competencies.

The lowest-rated item is the role given to teachers being suited to their skills in school, with a mean of 3.17 and a standard deviation of .75. Although still within the "high level" of empowerment, this slightly lower score suggests that some teachers feel their roles may not fully align with their strengths or areas of expertise.

The overall composite mean for empowerment in professional growth is 3.23, with a standard deviation of .71, indicating a high level of agreement that teachers feel empowered in their professional development. Teachers perceive they are treated as professionals, have opportunities to pursue further studies, and can collaborate with their colleagues—all key aspects of professional growth.

Autonomy

The highest-rated items regarding autonomy are teachers' freedom to make decisions in teaching techniques and their ability to implement their own teaching strategies, both with a mean of 3.19 and a standard deviation of .86. This indicates that teachers feel a strong sense of empowerment in determining how they deliver instruction in the classroom.

The lowest-rated item is the opportunity to request the class they want to teach, with a mean of 2.39 and a standard deviation of .91, falling within the "low level" of empowerment. This suggests that teachers feel significantly less empowered when it comes to choosing their preferred subjects or grade levels.

The overall composite mean for teacher autonomy is 2.93, with a standard deviation of .73, indicating that while teachers generally agree they have a high level of autonomy in many aspects of their professional work, there are areas where this sense of empowerment is lacking.

4) Significant Differences in the Self-Assessment of the Teacher Respondents as regards their Self – Efficacy

Age

The analysis of teacher self-assessment regarding self-efficacy in student engagement, instructional strategies, and classroom management reveals no significant differences across age groups. The means for efficacy in student engagement were similar, with scores of 3.2229 (ages 21-30), 3.2091 (ages 31-40), and 3.2710 (ages 41 and above), indicating a consistent level of confidence among all age groups in engaging students. Similarly, for efficacy in instructional strategies, the mean scores were 3.0971 (ages 21-30), 3.2455 (ages 31-40), and 3.1855 (ages 41 and above), again reflecting no significant differences. In classroom management, the means were 2.9600 (ages 21-30), 3.0667 (ages 31-40), and 3.1742 (ages 41 and above), showing a slight trend favoring older teachers but lacking statistical significance. Overall, the findings suggest that age does not significantly impact teachers' self-efficacy perceptions, pointing to the possibility that factors such as shared training experiences and teaching strategies play a more critical role in shaping confidence across all age groups.

Sex

The analysis indicates that self-efficacy perceptions among male and female teachers are largely comparable, as the null hypothesis was accepted across all three areas: efficacy in student engagement, instructional strategies, and classroom management. Male teachers reported a mean of 3.0612 in student engagement, while female teachers reported a higher mean of 3.2966, but this difference was not statistically significant ($p = .524$). For instructional strategies, male teachers had a mean of 3.0204 compared to female teachers at 3.2364, with no significant difference ($p = .236$). In classroom management, male teachers reported a mean of 2.9306, while female teachers had a mean of 3.1591, again showing no significant difference ($p = .351$). Overall, the means for self-efficacy were 3.0041 for males and 3.2307 for females, with a p-value of .121. These results indicate that while there may be slight variations in perceived effectiveness, self-efficacy in teaching practices appears to be influenced more by individual experiences and training rather than sex.

Years of Experience

Analysis of self-efficacy perceptions across different years of teaching experience also revealed no significant differences. The means for efficacy in student engagement were 3.2087 (2-10 years), 3.2545 (11-20 years), and 3.2866 (21+ years), with a p-value of .711. In terms of instructional strategies, the means were 3.1543 (2-10 years), 3.1758 (11-20 years), and 3.2507 (21+ years), with a p-value of .724, indicating no significant differences. For classroom management, the means were 3.0261 (2-10 years), 3.0455 (11-20 years), and 3.2866 (21+ years) with a p-value of .102. The overall self-efficacy means were 3.1297 (2-10 years), 3.1586 (11-20 years), and 3.2746 (21+ years) with a p-value of .364. These findings suggest that years of experience do not significantly influence teachers' self-efficacy, reflecting a uniform confidence across all experience levels likely bolstered by shared professional development opportunities.

Educational Attainment

In contrast to the findings for age, sex, and years of experience, educational attainment showed significant differences in self-efficacy perceptions across all measured areas. For efficacy in student engagement, the means were 3.1747 (Bachelor's), 3.3559 (Master's), and 3.6857 (Doctoral), with a p-value of .015, indicating a clear trend where higher educational levels correlate with greater perceived effectiveness. In instructional strategies, the means were 3.1320 (Bachelor's), 3.2500 (Master's), and 3.8286 (Doctoral), with a significant p-value of .044. Similarly, for classroom management, means were 3.0173 (Bachelor's), 3.2382 (Master's), and 3.8286 (Doctoral), with a p-value of .010. The overall self-efficacy means showed scores of 3.1080 (Bachelor's), 3.2814 (Master's), and 3.7810 (Doctoral) with a p-value of .008, reinforcing the notion that higher educational qualifications significantly enhance self-efficacy. These results suggest that investing in advanced education for teachers not only boosts their confidence but also improves their effectiveness in the classroom, benefiting student outcomes.

5) Significant Differences in the Self-Assessment of the Teacher Respondents as regards their Empowerment

Age

The analysis of teacher empowerment across different age groups reveals no significant differences in perceptions related to Decision Making, Professional Growth, and Autonomy. The null hypothesis is accepted in all three areas, indicating that age does not play a substantial role in how teachers perceive their empowerment. In the Decision Making category, mean scores are relatively close, with teachers aged 21-30 reporting a mean of 2.6857, those aged 31-40 at 2.8333, and those aged 41 and above at 2.8306. The p-value of .607 supports the conclusion that teachers feel similarly empowered regardless of age. In Professional Growth, mean scores are also comparable: 3.2571 for the 21-30 age group, 3.1727 for 31-40, and 3.2548 for those aged 41 and above, with a p-value of .735. This suggests equitable access to professional development resources across age ranges. Regarding Autonomy, the mean scores—3.0057 (21-30), 2.9364 (31-40), and 2.9097 (41+)—along with a p-value of .792, indicate a uniform experience in autonomy across age groups. Overall, the findings point to a systemic issue within the educational environment that limits teachers' empowerment, affecting all age groups similarly.

Sex

The findings indicate significant differences in teacher empowerment based on sex, particularly in the areas of Decision Making and Autonomy, while Professional Growth does not show notable disparities. In the Decision Making category, male teachers reported a mean score of 2.7306, whereas female teachers

scored higher at 2.8307, with a p-value of .001. This significant difference suggests that female teachers perceive themselves as more empowered in decision-making processes, possibly reflecting broader systemic factors that enhance female inclusion in decision-making roles. In terms of Professional Growth, male teachers had a mean of 3.1918 and female teachers scored 3.2420, with a p-value of .325, indicating no significant differences in perceived opportunities for professional growth. In the Autonomy category, male teachers scored a mean of 2.7918 compared to 2.9716 for female teachers, with a p-value of .049, highlighting that female teachers feel more autonomous in their teaching practices. Overall empowerment scores further emphasize these trends, with male teachers averaging 2.9048 and female teachers 3.0148 (p = .003). This indicates that female teachers consistently report higher levels of empowerment in their professional roles compared to their male counterparts.

Years of Experience

The analysis shows no significant differences in perceptions of empowerment related to years of teaching experience, leading to the acceptance of the null hypothesis across all categories. In the Decision Making category, teachers with 2-10 years of experience reported a mean score of 2.7000, while those with 11-20 years scored 2.7697, and those with over 21 years reported the highest mean of 2.9970. The p-value of .057 suggests a trend towards significance but does not reach conventional levels. This implies that teachers, regardless of their years of experience, may feel similarly limited in their involvement in decision-making processes. Similarly, in Professional Growth, mean scores range from 3.1783 for teachers with 1-10 years of experience to 3.3194 for those with over 21 years, with a p-value of .463, indicating comparable perceptions of growth opportunities. The Autonomy category also displays no significant differences, with mean scores of 2.9065 (1-10 years), 2.8909 (11-20 years), and 3.0090 (21+ years), accompanied by a p-value of .592. This uniformity across experience levels suggests that all teachers face similar challenges regarding their autonomy. The overall empowerment scores reinforce this conclusion, as they show no significant differences based on years of experience.

Educational Attainment

The analysis of empowerment perceptions based on educational attainment reveals significant differences across all dimensions, leading to the rejection of the null hypothesis. In the Decision Making category, teachers with a Bachelor's degree reported a mean score of 2.7200, while those with a Master's degree scored 2.9265, and Doctoral degree holders achieved a significantly higher mean of 3.5714. The p-value of .007 indicates that higher educational qualifications correlate with increased empowerment in decision-making processes. This trend suggests that teachers with advanced degrees may have greater confidence and credibility, allowing them to take on more significant roles within their institutions. In terms of Professional Growth, mean scores are 3.1547 for Bachelor's degree holders, 3.3235 for Master's, and 3.9714 for Doctoral holders, with a p-value of .005, indicating substantial differences in perceptions of growth opportunities. Similarly, in the Autonomy category, mean scores reflect a positive correlation with educational attainment: 2.8480 (Bachelor's), 3.0500 (Master's), and 3.6000 (Doctoral), supported by a p-value of .008. This suggests that higher educational qualifications lead to greater perceived autonomy. The overall empowerment scores are also significantly different, with Bachelor's degree holders averaging 2.9076, Master's degree holders 3.1000, and Doctoral degree holders 3.7143 (p = .001). This underscores the impact of educational attainment on teachers' perceptions of empowerment across all dimensions.

6) Relationship of the Self-Assessment of the Teacher Respondents as regards their Self - Efficacy and Self-Assessment of the Teacher Respondents as regards their Empowerment

In terms of Efficacy in Student Engagement, significant correlations were found with Decision Making (r = .597), Professional Growth (r = .583), and Autonomy (r = .594), all significant at p < .001. This suggests that teachers who feel more capable of engaging their students also perceive greater empowerment in their roles. The overall correlation with empowerment is particularly robust, with an r value of .687.

Similarly, Efficacy in Instructional Strategies demonstrated significant correlations: Decision Making (r = .607), Professional Growth (r = .592), and Autonomy (r = .653), also significant at p < .001. This indicates that teachers confident in their instructional methods experience enhanced empowerment in making decisions and pursuing professional development, with an overall empowerment correlation of r = .718.

In examining Efficacy in Classroom Management, the correlations were still significant, though slightly lower: Decision Making (r = .517), Professional Growth (r = .536), and Autonomy (r = .502), all significant at p < .001. The overall correlation for Classroom Management with empowerment stands at r = .602, demonstrating that effective management skills are linked to a stronger sense of empowerment.
Lastly, there is a strong overall correlation between self-efficacy and overall empowerment, with a computed r value of .739 (p < .001), indicating a close connection between teachers' collective self-assessment of efficacy and their sense of empowerment in their professional roles.

B. Conclusion

1) The demographic profile of the teacher respondents revealed that the majority of the teacher respondents are 41 years old and above, are females in terms of sex, have been teaching for 1 to 10 years, and are holders of a Bachelor's degree.
2) In terms of student engagement, teachers feel particularly capable of instilling a value for learning in their students.
3) In the domain of instructional strategies, teachers demonstrate strong self-efficacy in providing alternative explanations to support student comprehension.
4) Regarding classroom management, the highest confidence is in enforcing classroom rules yet teachers exhibit slightly reduced confidence in responding to defiant behaviors.
5) In terms of decision-making, teachers feel most empowered when sharing their knowledge with peers.
6) Regarding professional growth, teachers express a strong sense of empowerment, particularly in their opportunities to enhance their skills.
7) In terms of autonomy, teachers report feeling empowered in their ability to make decisions about teaching techniques and strategies.
8) The analysis reveals that while teacher efficacy in Student Engagement, Instructional Strategies, and Classroom Management does not significantly vary by age, sex, or years of experience, there are statistically significant differences based on educational attainment, with teachers holding higher degrees (Master's and Doctorate) demonstrating greater efficacy across all dimensions compared to those with a Bachelor's degree.
9) The data indicates that significant differences in teacher empowerment—specifically in Decision Making, Professional Growth, Autonomy, and overall empowerment—exist based on educational attainment, with those holding higher degrees (Master's and Doctorate) feeling more empowered compared to their Bachelor's degree counterparts, while age, sex, and years of experience do not significantly affect perceptions of empowerment in these areas.
10) The data obtained reveals a strong positive relationship between teachers' efficacy in various domains—specifically, Student Engagement, Instructional Strategies, and Classroom Management—and their perceived empowerment in Decision Making, Professional Growth, and Autonomy

C. Recommendations

1) Implement targeted professional development programs that focus on enhancing teachers' self-efficacy in specific areas, such as student engagement, instructional strategies, and classroom management.
2) Establish mentorship and peer collaboration initiatives that facilitate the sharing of best practices among educators.
3) Encourage school leadership to create a culture that values teacher autonomy in decision-making regarding curriculum, instructional strategies, and classroom management.
4) Implement regular feedback mechanisms and reflective practices for teachers to assess their effectiveness and identify areas for improvement.
5) Ensure that teachers have access to adequate resources, including instructional materials, technology, and support staff, to facilitate their teaching practices.
6) Promote student-centered teaching approaches that encourage active learning and engagement.
7) Establish ongoing evaluation processes to assess the impact of professional development and empowerment initiatives on teacher efficacy and student outcomes.

V. PROPOSED PROGRAM TO PREPARE TEACHERS FOR LEADERSHIP ROLES

A. Rationale of the Program

The evolving landscape of education necessitates a shift in the role of teachers, expanding their responsibilities beyond traditional classroom instruction to include leadership positions that influence school culture and student outcomes.

As educators are increasingly called upon to take on leadership roles, it is essential to equip them with the skills and knowledge necessary to navigate the complexities of educational leadership effectively. This proposed program aims to prepare teachers for leadership roles by fostering their professional growth, enhancing their decision-making capabilities, and empowering them to drive meaningful change within their schools.

In recognizing that effective leadership is rooted in strong interpersonal skills and collaborative practices, this program emphasizes the importance of mentorship, professional development, and community building among educators. By providing structured opportunities for teachers to engage in leadership training, collaborate on innovative projects, and reflect on their experiences, the program aims to cultivate a new generation of leaders who are well-prepared to face the challenges of modern education.

Furthermore, this initiative acknowledges the value of continuous learning and professional growth in sustaining effective leadership practices. By integrating action research and reflective practices into the program, teachers will not only enhance their leadership skills but also contribute to the overall improvement of teaching and learning within their schools. Ultimately, the proposed program aspires to create a culture of leadership among educators, where each teacher feels empowered to take initiative, inspire their colleagues, and positively impact student success.

B. Objectives

This proposed mentoring model intends to make the task of managing the mentees and to equip teachers with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed model below needs to be implemented, monitored and evaluated for all the concerned stakeholders.

Key Result Area	Activity/ies	Persons Involved	Performance Indicators	Budget
Professional Development	Conduct leadership training workshops focusing on skills such as decision-making, conflict resolution, and team management.	Educational Leaders, External Facilitators	Number of workshops held, participant satisfaction ratings.	P50,000
Mentorship Program	Pair aspiring leaders with experienced mentors for guidance and support in leadership practices.	Mentor Teachers, Aspiring Leaders	Number of mentor-mentee pairs formed, feedback from participants on mentoring effectiveness.	P50,000
Collaborative Leadership Projects	Implement projects that require teachers to collaborate on curriculum development or school improvement initiatives.	Teacher Teams, Administrators	Completion of projects, documented impact on student outcomes and teacher collaboration.	P50,000

Leadership in Professional Learning Communities (PLCs)	Facilitate the establishment of PLCs where teachers take on leadership roles in planning and leading discussions.	Teacher Leaders, School Administrators	Number of PLCs established, participant engagement metrics.	P50,000
Evaluation and Feedback Systems	Develop a system for evaluating leadership skills through peer assessments and self-reflections.	All Teaching Staff, Administrators	Completion rate of self-assessments and peer evaluations, improvement in self-reported leadership confidence.	P50,000
Networking and Collaboration	Organize events that connect teachers with educational leaders and external organizations to foster collaboration and knowledge exchange.	School Leaders, Local Education Authorities	Number of networking events held, feedback on connections made and knowledge gained.	P50,000
Action Research Projects	Encourage teachers to engage in action research focusing on leadership practices and their impact on student learning.	Teacher Researchers, School Administrators	Number of action research projects initiated, reported outcomes and changes implemented.	P50,000
Resource Allocation	Provide access to resources such as books, online courses, and leadership tools for continuous learning.	School Administration, Librarians	Resource utilization rates, participant feedback on resource effectiveness.	P50,000

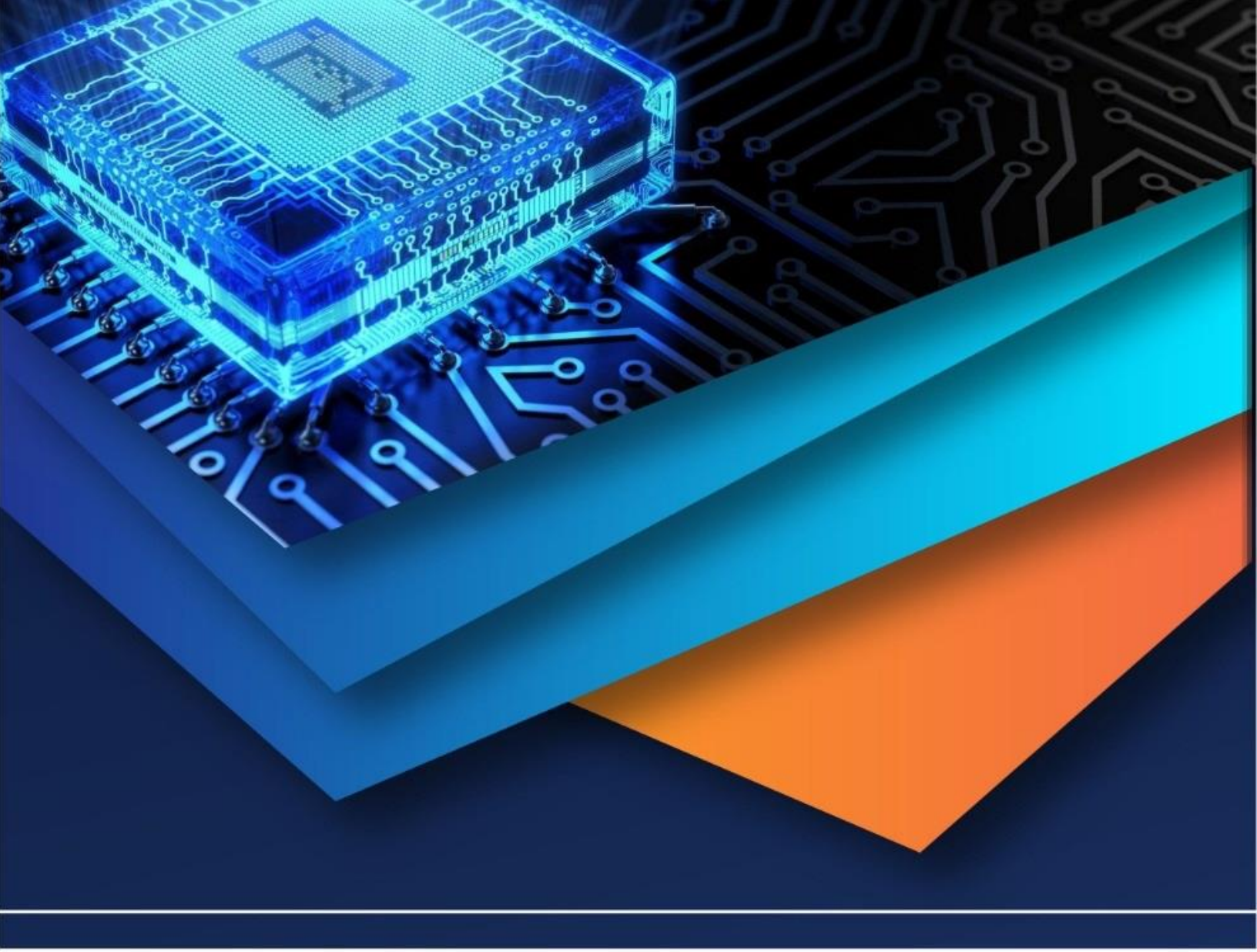
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