Research Article

Leadership Empowerment of Elementary Teachers in Pangasinan

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ABSTRACT

This study attempted to gain insights on the leadership empowerment of elementary teachers in Pangasinan. It also established the profile of the teachers in terms of their personal and professional attributes, the extent of leadership empowerment and their level of leadership skills, the significant relationship in the leadership empowerment across profile variables and significant difference of the level of leadership skills of teachers across their profile variables. Using the descriptive –correlational – cross – sectional design of research; data were gathered through the use of a questionnaire. Analysis and interpretation of data gathered led to answers to the specific problems posited in the study and the findings are the following: Majority of the teachers are female, belonging to age bracket of 35 -45 years old, married, with 1 -10 years of teaching experience, attended seminars from school to division level. This implies that getting into seminar is difficult because teachers are expected to be at school to teach and guide learners at all times. Attending seminars will mean that learners will be left unattended as there is no system to cover for teachers who aren't around for official business. Likewise, it's just hard for teachers to attend the International trainings because of financial constraints. The level of teacher's leadership empowerment regardless of their personal and professional attributes is generally high. The level of leadership skills of the teachers along professional practice and personal value is both high while along professional engagement is very high This implies that in school organization, teachers are provided with inspiration to further enhance their capacity to develop and implement their teaching competency standards and in return interchange the same respect to other teachers in terms of professional practice, personal value and professional engagement. This is an indication that leadership and gender differences of school leaders are female who is dominant in managing schools while males are more potential in managing incorporation and politics.

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INTRODUCTION

Empowerment as a "process whereby teachers develop the competence to take charge of their own growth and resolve their own problems". Empowered individuals believe they have the skills and knowledge to act on a situation and improve it. While empowered schools are organizations that create opportunities for competence to be developed and displayed. According to Aparna (2017), empowerment is the process of giving employees in the organization the power, authority, responsibility, resources, freedom to take decisions and solve work related problems. In order to take such initiatives and decisions, they are given adequate authority and resources. This allocation of authority is not based on the concept of "delegation" but on relationship.

Empowerment is a "trust based relationship" which is established between management and employees. It is a continuous process. The purpose of empowerment is to free the employees from rigorous control and give them freedom to take responsibility for their own ideas and actions, to release hidden talents which would otherwise remain inaccessible. Empowerment offers a way of treating people with respect and dignity. It is must for organizations that want to be successful in a competitive world. Empowerment should not be confused with delegation of authority. Delegation is grating of authority by a superior to a subordinate for a specific purpose. But empowerment has a wider scope because the subordinate is given adequate autonomy or freedom to select the type of materials (Aparna,2017)

According to John Maxwell, leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Defining leadership as an influence process but rather an interactive event that occurs between the leader and the followers. Influence is central to the process of leadership because leaders affect followers. They direct their energies toward influencing individuals to achieve something together. Stressing common goals gives leadership of ethical dimension because it lessens the possibility that

leaders might act toward followers in ways that use coercion or are unethical (Northhouse, 2015).

Leadership is conceptualized in different ways, namely: (a.) Leadership is an ability. The term ability is frequently referring to a natural capacity to lead while others develop their leadership abilities through hard work and practice; (b.) Leadership is thought as a trait. A trait is a distinguishing quality of an individual which is often inherited. Some leaders are confident, decisive, and others are outgoing and sociable. Some leadership trait places a great deal of emphasis on leader's special gifts. It follows the often expressed belief "leaders are born, not made "; (c.) Leadership is conceptualized as a skill. This means leadership is a competency developed to accomplish a task effectively and to make available to everyone; (d.) Leadership is a behavior. The behavioral dimension is concerned with how leaders act toward others in various situations and primarily shown into general kinds of behaviors such as task behaviors are used to get job done and process behaviors are used to help people feel comfortable with other group members; (e.) Leadership is a relationship. This means that leadership is centered on the communication between leaders and followers rather than on the unique qualities of the leader (Northouse,2015).

Kanter's Structural Empowerment Theory in Organizations

Kanter's theory of structural empowerment focuses on the structures within the organization rather than the individual's own qualities. Kanter believes that a leader's power will grow by sharing the power through empowering others and as a result, leaders will realize increased organizational performance. Furthermore, Kanter posits that with tools, information, and support, people's skill base will improve, they will increasingly make informed decisions and overall accomplish more, thereby benefiting the organization as a whole.

Kanter described two primary empowerment structures in organizations: First, the structure of opportunity relates to job conditions that provide individuals with the chance to

advance within the organization and to develop their knowledge and skills. Individuals in high-opportunity jobs take a proactive approach to solving problems that arise on the job and actively participate in change and innovation. On the other hand, individuals in low-opportunity jobs exhibit stuck behavior. They tend to limit their work aspirations, are less committed to the organization, and are cautious and resistant to change. Second, structure of power consists of access to: (a) lines of information, (b) lines of support, (c.) opportunity, and (d) lines of resources. Access to information refers to access to the knowledge that is necessary to carry out job activities in a meaningful way. This includes technical knowledge and expertise related to the core roles of employees for instance, employee's knowledge and skills, as well as information concerning what is going on in the larger organization. This is also referring to constant access of information regarding organizational decisions and policy changes that may have an impact on performance. Access of resources or supply means having the ability to obtain the materials, money and rewards necessary for achieving job demands, as well as having sufficient time to accomplish work. This is also referring to the ability of employees to exert influence outward and access to the supplies, time and equipment required. Access to opportunity refers to possibility of growth and movement within the organization as well as the opportunity to increase knowledge and skills. This is also referring to employees own role expectations and potential for advancement that allows for mobility and professional growth inside the organization. Access to lines of support relate to sources that function in a way to maximize effectiveness. Positive feedback from superiors in an organization, as well as support for exercising discretion in one's job, are important components of this source of power. This is also referring to encompassing the problem – solving guidance and positive response received from superiors and peers to improve performance (Laschinger et al.2010).

Concept of Skills

Encyclopedia defined the word "skill "is used mainly to refer to (1.) a level of individual performance, in the sense of accuracy and speed in performing particular tasks,

or (2.) qualities required for successful performance in particular jobs and tasks. Economists and educational psychologists tend to use the concept of skill in the first sense: to describe the abilities acquired by an individual such as a worker, which may include cognitive skills, manual dexterity, knowledge, and social skills. The origins of the skill concept are often connected with Karl Marx. The dominant interpretation of Marx's work suggests that capitalists, through mechanization of labor and the manufacturing system, reduced skills requirement to increase productivity and profits and to increase control over workers and work organization. This line of reasoning was followed in so-called de-skilling theory, assuming a process of job degradation. According to SEAMEO INNOTECH (2018), competencies refer to a combination of skills, knowledge, behavior, and attributes that enable effective or better job performance. The definition of essential competencies are follows: (a.) knowing and understanding what to teach is the ability of teachers to deepen and broaden their knowledge on what to teach, understand education trends, policies, and curricula and be updated on local, national, regional, and global developments, (b.) helping students learn is the ability to know their students, use the most effective teaching and learning strategy and assess and give feedback on how students learn,(c.) engaging the community is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity and (d.) becoming a better teacher every day is the ability to know oneself and others, practice human goodness and then master the teaching practice.

Teacher Standard Competency

The domains or strands of Teaching Competency Standards in Southeast Asia. The common domains of teaching competency standards for Southeast Asia, namely: (1.) Professional knowledge refers to the mastery of content and methodology for teaching, (2.) Professional skills refer to pedagogies, classroom management, and learner assessment, (3.) Personal characteristics refers to personal traits such as being responsible, punctual, etc.. (4.) Professional/Personal ethical standards and values refers

to sound and ethical standards of ethics and morality resulting in teachers being good role models in the school and the community, and (5.) Professional development and lifelong learning – refers to the professional development and lifelong learning undertaken by teachers such as participation in professional teacher organizations and activities, and other elements that demonstrate a desire to enhance the teaching profession, etc.

Teacher Standard is the identification of common domains of teaching competency standards in Southeast Asia, it is summarized into three namely: professional practice, personal value and professional engagement. Professional practice refers to pedagogies, classroom management, and learner assessment. On the other hand, personal value pertains to the sound and ethical standards of ethics and morality resulting to being a good role model in the school and community. Lastly, professional engagement is described as professional development and lifelong learning such as participation in professional teacher organizations and activities; and demonstrating a desire to enhance the teaching profession.

Empowerment on Teacher Commitment on Teacher Commitment and Student Achievement conducted by Amoli (2016) was examined the effect of teacher empowerment on teachers' commitment and student achievement. The results of structural equation modeling indicated the six dimensions of decision – making, professional growth, status, self – efficacy, autonomy, and impact played a significant role in teacher commitment and learner achievement. Teacher empowerment was found to be important in classroom and instructional decisions that enhance organizational effectiveness and improve learner's performance.

The researcher sought to determine the extent of leadership empowerment elementary teachers in Pangasinan.

METHODOLOGY

Research design. This study used the descriptive – correlational – cross – sectional design of quantitative research. It describes extensively the extent level of leadership empowerment and level of leadership competency of the public elementary classroom

teachers. It is a survey in character because it uses a constructed questionnaire to gather the needed data and information to resolve the issues that are raised in this study. The subjects of the study were the elementary teachers of six (6) Schools Divisions of Pangasinan.

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Instrument. The questionnaire is the main tool in gathering the information needed. The researcher formulated a 5 – point Likert type questionnaire patterned from Part II questionnaires in the published book entitled: "Introduction to Leadership Concepts and Practice "written by Peter G. Northhouse (2015), and a study of Kelly A. Moran (2015) entitled "Teacher Empowerment: School Administrators Leading Teachers to Lead". On these resources, questionnaires were adapted and modified to come up with a causal leadership empowerment characteristics and traits that describe the teacher's leadership empowerment on the present situation. On the other hand, the Part III questionnaires were all lifted in the published book entitled: "Southeast Asia Teacher Competency Framework" written by SEAMEO INNOTECH Teacher's Council in Bangkok, Thailand (2018). The questionnaires are the practices of the teachers on the 21st century leadership skills. The Part II questionnaires consisted of four parts about the teacher's leadership empowerment: (a.) access to information, (b.) access to resources, (c.) access to opportunity, and (d.) access to support while Part III consisted of three parts about the level of leadership skills of the teachers. The survey sought to understand: (1.) how open an organization is to demographic and create a culture of leadership empowerment; (2.) whether an organization's human management training programs include teaching the use of leadership empowerment and leadership competencies to foster fair and equitable delivery of social equity programs and services to its diverse communities; (3.) the perception about teachers' receptiveness to changes and outcomes as a result of acquiring sense of commitment and job satisfaction in the organization; (4.) the achievement of interdependence between employees and their place of work; (5.) the significant change in an leadership empowerment among classroom teachers; and (6.) the 21st century teacher standard

competency. The responses of the teachers in the items under organization's leadership empowerment were based on the following scales: 5 – Always, 4 – Often, 3- Sometimes, 2- Seldom, 1 – Never. The responses of the teachers in the items under level of leadership skills or competencies were based on the following scales: 5 - Very High, 4 – High, 3 – Moderate, 2- Low, 1 – Very Low. The data were obtained from teachers' responses in the different divisions of Pangasinan.

Data Collection. The needed data were focused on the extent leadership empowerment of the public elementary school teachers in Pangasinan. The data were obtained from the teachers through the use of questionnaire. The accomplished questionnaires were retrieved directly from the teacher – respondents to ensure the confidentiality of their responses. The researcher sought permission to float questionnaire from the different offices of Schools Division Superintendents in Pangasinan. The researcher personally administered the questionnaire to the identified respondents in Alaminos City to ensure one hundred percent (100%) retrieval while on the other divisions online - google form is used. The data gathered were tabulated and then processed by making use of the appropriate statistical tools in the SPSS software.

Analysis. The data gathered in the study were subjected to statistical analyses, descriptive as well as inferential. The profile of the respondents which includes their personal and professional attributes, frequency counts and percentages was used. On the extent level of leadership empowerment as experienced by the elementary teachers along a.) access to information, b.) access to resources, c.) access to opportunity, and d.) access to support. The average weighted mean and the overall weighted mean in every dimension were computed. The Likert five – point scaling was used and the mean was interpreted using the relative values below. On the level of leadership skills of the 21st century classroom teachers along a.) professional practice, b.) personal value, and c.) professional

engagement, the average weighted mean and the overall weighted mean in every dimension were computed. The Likert five – point scaling was used and the mean

was interpreted using the relative values.

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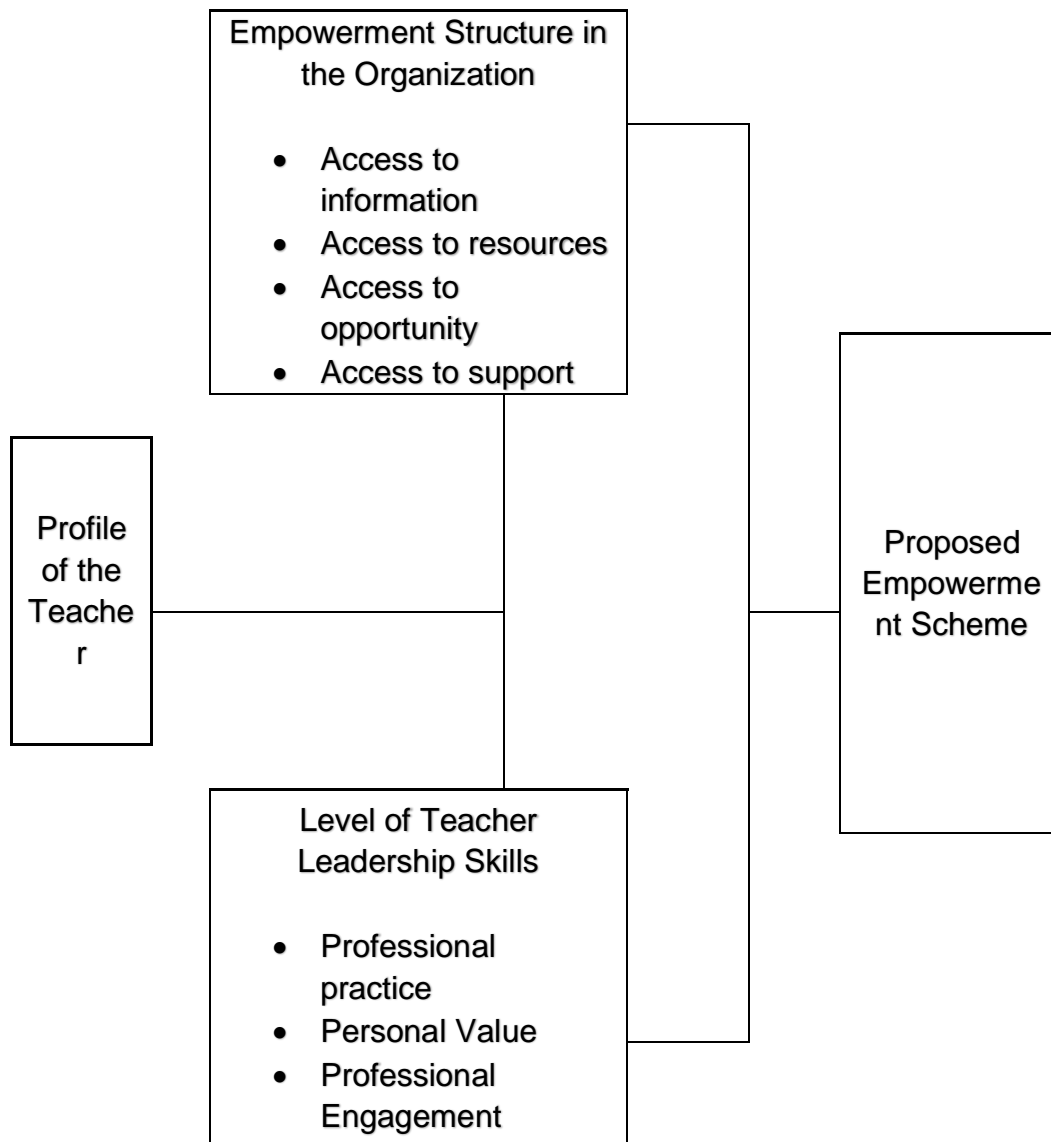
Eta square was used to determine the significant relationship across the profile of the variables. MANOVA was used to determine the difference between the teacher leadership skills across the profile variables.

RESULTS AND DISCUSSIONS

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Table 1.a. Profile of the Elementary Teachers in terms of their Personal Attributes

VARIABLE	FREQUENCY	PERCENTAGE
A. Age		
22 - 35	291	23.62%
36 - 45	517	41.96%
46-55	307	24.92%
56-65	117	9.50%
TOTAL	1232	100
B. Sex		
Male	135	10.96%
Female	1097	89.04%
TOTAL	1232	100
C. Civil Status		
Single	262	21.27%
Married	895	72.65%
Separated	24	1.95%
Widow	46	3.73%
Annulled	5	0.40%
TOTAL	1232	100
D. Religious Affiliation		
Catholic	900	73.05%
Non - Catholic	304	24.68%
None	28	2.27%
TOTAL	1232	100

It can be gleaned the age on the table that, out of the 1232 respondents 41.96% were between thirty – five to forty – five years old, 24.92% are forty – six to fifty – five years old, 23.62% belongs to twenty – two to thirty –five years old, while the last 9.50% belongs to age bracket between fifty – six to sixty – five years old. This indicates that almost half of the respondents are in their early middle age while some of them are in their middle age. This is the stage where professionals are at the peak of their career when their interest is focused on their designated assignments as chairpersons and leaders.

It can be noted the sex from the table that out of the 1232 respondents, 89.04% were female, the rest 10.96% are males. This can be attributed to the fact that the teaching profession is a female dominated profession.

Out of 1232 civil status of respondents, 72.65% were married while 21.27% are single, 3.73% are widow, 1.95% are separated and 0.40% were annulled. This implies that almost all of the respondents have opted to settle and live a married life to rear their own families. A Filipino value that adheres to the prime importance of rearing family bonded by the sacrament of marriage.

The religious affiliations of 73.05% of the respondents were Catholic while 24.68% were non – catholic and the rest were affiliated to non-religious affiliation. Roman Catholic being the official religion of the state dominates the religious affiliation of the respondents. The passing on of religious practices and value were handed from one generation to another perpetually. However, it will be noted that many religious affiliations have cropped up as a result of diversified religious beliefs brought about by the freedom to choose religion. This diversification of religious affinity may in any way affect the dynamic interaction of the various sectors in the society.

Table 1.b. Profile of the Elementary Teachers in terms of their Professional Attributes

VARIABLE	FREQUENCY	PERCENTAGE
A. Highest Educational Attainment		
Education Graduate	209	17%
MA/MS Units	635	51.53%

MA/MS Graduate	305	24.75%
PhD/EdD Units	67	5.43%
PhD/EdD Graduate	16	1.29%
TOTAL	1232	100

B. Number of Years in Teaching

1-10	539	43.75%
11-20	411	33.37%
21-30	221	17.93%
31-40	61	4.95%
TOTAL	1232	100

C. Teaching Position

Teacher I	284	23.06%
Teacher II	18	1.46%
Teacher III	801	65.02%
Master Teacher I	79	6.41%
Master Teacher II	47	3.81%
Master Teacher III	3	0.24%
TOTAL	1232	100

D. Number of trainings/ seminars/ workshops attended

1-10	589	47.81%
11-20	421	34.17%
21-30	97	7.87%
31-ABOVE	125	10.15%
TOTAL	1232	100

The highest educational attainment of 635 out of 1232 respondents with 51.53% have earned units leading to Master of Arts or Master of Science, 24.75% finished their Masteral degrees, 17% have earned their Bachelor's Degree, 5.43% have earned units leading to PhD and EdD while 1.29% have finished their doctorate degrees. This implies that most of the respondents have started their Masteral degree, an indication of their desire for professional growth by earning a Masteral degree. The teaching profession is a competitive profession and one must prepare academically to be able to climb the academic ladder. It is sad to note however that only few have finished their Masteral and Doctorate degree.

Among 1232 respondents in terms of the number of years in teaching, 43.75% have been teaching for the past one to ten years, 33.37% have been teaching for the past eleven to twenty years, 17.93% have taught for the past twenty-one to thirty years and 4.95% taught for the past thirty – forty years. This implies that the respondents are teaching from one to ten years an indication that majority of them are young in the service.

The teaching position of 1232 respondents, 65.02% of the respondents are Teacher III, 23.06% were Teacher I, 6.41% were Master Teacher I, 3.81% were Master Teacher II, 1.46% were Teacher II and 0.24% were Master Teacher III. This indicates that more than half of the respondents were promoted to the Teacher III position, an indication of career mobility as a result of their academic and professional achievements. However, very few were promoted to Master Teacher III.

With the number of trainings/seminars/workshops attended, out of the 1232 respondents ,47.81% have attended one to ten trainings/seminars/workshops, 34.17% have attended eleven to twenty trainings/seminars/workshops, 10.15% have attended thirty – one above and 7.87% have attended twenty – one to thirty trainings/seminars/ workshops. This implies that few in trainings/seminars/workshops are attended by the respondents as indicated by one to ten trainings/seminars/workshops attended. Computing the average attendance per year, it will be noted that roughly only one to three

trainings/seminars/workshops were attended by the respondents per year, not enough to upgrade their skills and competencies as teachers.

Table 2.a. Teacher's Leadership Empowerment Along Access to Information

	MEAN	Descriptive Rating
Have seen them clear link between work and organization's mission and vision.	4.54	Very High Leadership Empowerment
Properly informed them when there are opportunities for promotion in the school.	4.42	Very High Leadership Empowerment
The principal kept them in the loop so that they know what is happening in the organization that impacts their work.	4.24	Very High Leadership Empowerment
Properly oriented when their principal used effective methods to determine whether teachers are performing well or badly.	4.23	Very High Leadership Empowerment
Have teaching standard processes from monitoring and assessment results were used to inform them in order to enhance their ongoing improvement efforts.	4.15	High Leadership Empowerment
Have planned time and space for teaching staff / stakeholders to collaborate for the purpose of decision - making related to school policies and practices.	4.12	High Leadership Empowerment
Got specific ideas to make their work easier whenever they face difficulties in work.	4.12	High Leadership Empowerment
Have received information and suggestions that they need to do their work effectively.	4.10	High Leadership Empowerment
Raw data, school report, school financial matters were accessible to all teachers and stakeholders.	4.08	High Leadership Empowerment
Have access necessary information about the current situation of the organization.	3.85	Moderate Leadership Empowerment
Overall Mean	4.19	High Leadership Empowerment

Table 2.a. shows the teacher's leadership empowerment along access to information that all of these indicators fall under very high leadership. Further, the teachers claimed to have been access necessary information about the current situation of the organization with an average weighted mean of 3.85 and a descriptive rating of moderate leadership empowerment. This implies that the schools are implementing school – based management, administrative policies and legal procedures necessary for the access of information about the current situation of the organization but not limited in the access of information necessary they need to do their job most productively. This is a manifestation that the schools have manage their operations in an effective and accountable manner so as to raise the standards of learning and teaching and thus improve the teacher – student's learning process outcomes.

Table 2.b. Teacher's Leadership Empowerment Along Access to Resources

	MEAN	Descriptive Rating
Have allowed them to explore the new technologies and materials available in the school.	4.20	High Leadership Empowerment
Have given them input when making key decisions that impact their performance.	4.09	High Leadership Empowerment
Have assisted them to cope up in school by taking steps to sustain their weaknesses.	4.06	High Leadership Empowerment
Can easily access support, suggestions and opinions among colleagues whenever there is unavoidable circumstances.	4.04	High Leadership Empowerment
Have assisted them to identify training and development needs related to work.	4.02	High Leadership Empowerment
Have access materials in school to gain new skills/knowledge and to enhance their teaching performance.	4.01	High Leadership Empowerment
Flexible to get assistance they need from the experts in the school when	3.98	High Leadership Empowerment

there are new implementations process changes for work.		
Have access references, documents and information to accomplish their work easily.	3.94	High Leadership Empowerment
Got extra human resource support when there is unexpected emerge in work.	3.69	High Leadership Empowerment
Have tools and equipment need to do their work right are readily available in the school.	3.05	Moderate Leadership Empowerment
Overall Mean	3.91	High Leadership Empowerment

Table 2.b. shows the teacher's leadership empowerment along access to resources that almost all of these indicators fall under high leadership. Further, the teachers claimed that they have tools and equipment need to do their work right are readily available in the school with an average weighted mean of 3.05 and a descriptive rating of moderate leadership empowerment. This implies that the schools have a limited tools and equipment needed to do work in school due to a larger size of classes and number of school personnel to avail the school resources. But the school managers have flexibility to allocate significant resources for schools to use for their greatest need. In addition, they have formulated financial management criteria and procedures for handling procurement and quotation according to the relevant laws and regulations to avoid conflict of interest and misuse of government properties. This is also a manifestation that the organization is putting in place budgetary controls and good accounting to monitor financial situation; and if necessary reprioritizing development projects and resources.

Table 2.c.   Teacher's Leadership Empowerment Along Access to Opportunity

	MEAN	Descriptive Rating
Participated in professional learning collaboration among colleagues across grades, content areas and school.	4.28	Very High Leadership Empowerment
Have confidence and capacity to carry out the work related activities.	4.28	Very High Leadership Empowerment
Work environment empowered them to accomplish assigned tasks in an effective manner.	4.18	High Leadership Empowerment
The principal assigned them a tasks to enhance their skills and talents in work.	4.16	High Leadership Empowerment
Training met them needs for the current work in which their skills and talents are utilized effectively by the school.	4.16	High Leadership Empowerment
Have able to engage in leadership practices to promote educational equity.	4.16	High Leadership Empowerment
Given some real opportunities to attend training, seminar- workshops to improve their teaching strategies.	4.14	High Leadership Empowerment
Have opportunities to contribute to school - wide rules, norms and expectations for the betterment of the school.	4.12	High Leadership Empowerment
Able to work within a significant factor in decision to go into new endeavor.	4.10	High Leadership Empowerment
Given the chance to express their feelings, desires, and opinions in our school without fear of retaliation.	3.87	High Leadership Empowerment
Overall Mean	4.14	High Leadership Empowerment

Table 2.c. shows the teacher's leadership empowerment along access to opportunity that all of these indicators fall under high leadership. The teachers claimed that they have given the chance to express their feelings, desires, and opinions in our school without fear of retaliation with an average weighted mean of 3.87. This implies

that along access to opportunity the respondents are aware of the professional code of ethics for teachers, academic freedom as well as legal rights in terms of the implementation of process they are involved in the organization.

Table 2.d.   Teacher's Leadership Empowerment Along Access to Support

	MEAN	Descriptive Rating
Have empowered them to make decisions to best serve the learners.	4.32	Very High Leadership Empowerment
Have felt encourage to come up with new and better ways of doing things.	4.31	Very High Leadership Empowerment
Have felt respect and support in the school whenever problem arises.	4.14	High Leadership Empowerment
Can easily overcome the problem in school because the principal give them courage to face it.	4.12	High Leadership Empowerment
Authorized them to make decisions that will help to improve work processes and procedures	4.06	High Leadership Empowerment
Have received constructive feedback that helps them to improve their performance.	4.05	High Leadership Empowerment
Led them to find the right thing in work, instead of blaming them for making mistakes.	4.04	High Leadership Empowerment
Can able to get constructive feedback on the issues necessary to do their job.	4.03	High Leadership Empowerment
Have rewarded and recognized for doing innovative work that contributes to work results.	3.98	High Leadership Empowerment
Comfortable voicing their ideas and opinions even if they were different from others.	3.86	High Leadership Empowerment
Overall Mean	4.09	High Leadership Empowerment

Table 2.d. shows the teacher's leadership empowerment along access to support that all of these indicators fall under high leadership. The teachers claimed that they are comfortable voicing their ideas and opinions even if they are different from other with an average weighted mean of 3.86. This implies that they have established mutual trust and respect thus embracing work diversity which can thrive to foundation of collaboration. Also a manifestation that the "open door policy" doesn't apply just to administrators, but to colleagues as well to embrace genuine collaboration and utilize for school improvement.

Table 3. Summary of Overall Teacher's Leadership Empowerment

TEACHER'S LEADERSHIP EMPOWERMENT	OVERALL MEAN	DESCRIPTIVE RATING
A. Access to Information	4.19	High Leadership Empowerment
B. Access to Opportunity	4.14	High Leadership Empowerment
C. Access to Support	4.09	High Leadership Empowerment
D. Access to Resources	3.91	High Leadership Empowerment
TOTAL	4.08	High Leadership Empowerment

Along Access to information, one of the most important principles of empowerment is to share leadership vision to help them feel that they are part of something bigger than themselves and their individual job. Make sure that they know and have access to the organization's overall mission, vision and strategic plans and share goals and direction to employees in goal setting, planning and involve them to share their important goals and direction for the group (Heathfield,2020).

Along Access to opportunity, access to empowerment structures is facilitated through formal and informal power systems. The degree of access to these structure influences the extent to which they are able to mobilize what is needed to get things done

in their work settings, which in turn influences their work attitudes and behaviors (Ramos et al,2015).

Along Access to resources, one of the most important principles of empowerment is to demonstrate that you value people and regard their needs to shine through in all of your actions and words, including your facial expression, and body language. The goal is to demonstrate your appreciation for each person's unique value. No matter how an employee is performing on their current task, your value for them feel that they are part of something bigger than themselves and their individual job (Heathfield,2020).

Along Access to opportunity, one of the most important principle of empowerment is learn to listen and ask questions to provide them a space and feel free to communicate by listening and asking questions. Guide them not by telling what to do. Employees generally know the right answers if they are given the opportunity to express themselves and they feel rewarded and recognized when you help them. If employees feel undercompensated, under titled for responsibilities they take on, under noticed, under praised, and under- appreciated, they will not experience empowerment. The basic needs of employees must be met before they can give their discretionary energy or extra effort that they voluntarily invest in work. Thus, based on Kanter's Structural Empowerment Theory in Organizations, access to lines of support relate to sources that function in a way to maximize effectiveness. Positive feedback from superiors in an organization, as well as support for exercising discretion in one's job are important components of this source (Laschinger et al,2010).

Teachers have an overall rating of 4.08 in their leadership empowerment with a descriptive rating of High. Leadership Empowerment. This implies that in the workplace, teachers are empowered to build confidence in the capacity to execute collective mission and established trust in the organization when teachers stay longer in their profession. They also become familiar with the operations of the school and out of their experience, this would empower them to make decisions to best serve the leaners.

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Defining leadership as an influence process but rather an interactive event that occurs between the leader and the followers. Influence is central to the process of leadership because leaders affect followers. They direct their energies toward influencing individuals to achieve something together. Stressing common goals gives leadership of ethical dimension because it lessens the possibility that leaders might act toward followers in ways that use coercion or are unethical (Northouse,2015).

Table 4. Summary of Overall Level of Leadership Skills of the Teachers

LEVEL OF LEADERSHIP SKILLS OF THE TEACHERS	OVERALL MEAN	DESCRIPTIVE RATING
A. Professional Engagement	4.38	Very High Leadership Skills
B. Personal Value	4.22	High Leadership Skills
C. Professional Practice	4.04	High Leadership Skills
TOTAL	4.21	Very High Leadership Skills

Along Professional engagement, it has 4.38 overall mean with a descriptive rating of very high leadership skills. This entails that they are familiar with the standard of teacher competency in terms of professional practice, leadership roles and functions in the context of curriculum implementation. This is an indication to learn about the process and be enlightened in achieving school's instructional goals and to know more about how to be an effective classroom teacher. The overall weighted mean of 4.04 along access to support fall under high leadership skills.

According to SEAMEO INNOTECH (2018), essential competencies includes on knowing and understanding what to teach is the ability of teachers to deepen and broaden their knowledge on what to teach, understand education trends, policies, and curricula and be updated on local, national, regional and global developments.

Along Personal value, it has 4.22 overall mean with a descriptive rating of high leadership skills. This implies that they are aware to the general dimensions of a 21st

century teacher knowledge in terms of pedagogical knowledge, knowledge of students and their characteristics, knowledge of educational contexts, and knowledge of educational goals, aims, values, and philosophy. This is also an indication that they are employing effort to meet the standard of 21ˢᵗ century teacher competency by being a learner as himself/herself, as well as engaging in lifelong learning. Likewise, schools are slowly transforming into "nerve centers" where teachers, students, and the community are interconnected with one another and to the rest of the world.

According to SEAMEO INNOTEC (2018), one of the most essential definition of competencies that enable effective or better job performance is helping students learn is the ability to know their students, use the most effective teaching and learning strategy and assess/give feedback on how student's learn. This implies that appraisal and feedback have a strong positive influence on teachers and their work.

Along professional practice, it has 4.04 with a descriptive rating of high leadership skills. Teachers increased their job satisfaction and to some degree, their job security, and increased their development as teachers. According to SEAMEO INNOTECH (2018), competencies refer to a combination of skills, knowledge, behavior, and attributes that enable effective or better job performance includes engaging the community is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity and becoming a better teacher every day is the ability to know oneself and others, practice human goodness and then master the teaching practice.

Teachers have an overall rating of 4.21 in their level of leadership competency with a descriptive rating of Very High Leadership Skills. This implies that in the school organization, teachers are provided with inspiration to further enhance their capacity to develop and implement their teaching competency standards and in return interchange the same respect to other teachers in terms of professional practice, personal value and professional engagement. Professional development is essential for improving teachers' skills. This is similar experience teachers might feel when they are empowered and by

empowering teachers, they reflect on their work and identify their strength and weakness for themselves as well as developing competence in their profession. Therefore, this validates the interconnection of curriculum development, teachers' empowerment and professional development. When teachers are empowered through curriculum development, they can make critical self-evaluation and develop competence in the profession. When professionals are competent and are aware of their weakness and strengths, they become confident and competent, as a result, the countries would have effective and confident teachers (Balyer, 2010).

Table 5. Correlation between Teacher's Leadership Empowerment Across Profile Variables

Profile variables		LEADERSHIP EMPOWERMENT	
		Correlation	Significance
1. Age	access to information	0.409	0.562
	access to resources	-0.336	0.403
	access to opportunity	0.229	0.602
	access to support	0.882 *	0.000
2. Sex	access to information	0.436	0.453
	access to resources	0.228	0.503
	access to opportunity	-0.225	0.552
	access to support	0.519	0.229
3. Civil Status	access to information	-0.282	0.642
	access to resources	-0.398	0.552
	access to opportunity	0.409	0.412
	access to support	0.451	0.201
4. Highest Educational Attainment	access to information	0.399	0.452
	access to resources	0.321	0.512
	access to opportunity	0.344	0.487
	access to support	0.408	0.445
5. Number of Years in Teaching	access to information	-0.433	0.113
	access to resources	0.401	0.272
	access to opportunity	0.330	0.441
	access to support	0.822 *	0.000
6. Teaching Position	access to information	0.338	0.332
	access to resources	0.32	0.402
	access to opportunity	-0.334	0.334
	access to support	-220	0.443
7. Number of Trainings/Seminars/ Workshops Attended	access to information	0.901 *	0.000
	access to resources	0.332	0.551
	access to opportunity	0.453	0.228
	access to support	0.325	0.654
	access to support	0.591	0.222

As shown further in the table, the correlation of 0.882 and has significance of 0.000 between the teacher's leadership empowerment along access to support and their age. This signifies that the relationship between teacher's leadership empowerment along access to support and their age has significant relationship. This finding may imply that teachers in the late middle stage need support or streamlines in terms of manipulating technology. This is also a manifestation that older teachers are slower to adopt new technologies. Adoption of technology may improve older adults' quality of life, facilitate independent living for longer and bridge the technological gap across generations by teaching older teachers to use technological devices.

It can be gleaned in the table, the correlation of 0.901 between the teacher's leadership empowerment along access to support and the number of years in teaching has a significance of 0.000. This signifies that the relationship between teacher's leadership empowerment and the number of years in teaching has significant relationship. This finding may imply that as teachers stay longer in their teaching career, their experienced and maturity level would lead to higher leadership and self – confidence enabling them to become comfortable voicing their ideas and opinions even if they are different from others.

Empowerment also increases productivity when teachers have more time to collaborate. Teachers need to be placed in situations where they can learn from other teachers and principal must be active in providing experiences for all teachers to grow as leaders. In today's economy and with limited funds available to provide teachers with professional development, administrators must be creative and open to numerous options for individual and school growth. This growth is enhanced by empowered teachers, who are committed to the overall success of the school's mission, have increased productivity in and out of the classroom (Ghamrawi, 2010).

Empowerment may be viewed in two ways. One approach is to look at empowerment as actions taken by organizations to share power and decision – making.

Bowen and Lawler (1995), defined empowerment as sharing four organizational ingredients with frontline employees: (a.) information about organization's performance; (b.) rewards based on organization's performance; (c.) knowledge about contributing to organizational performance; and (d.) the power to make decisions that influence organization's direction and performance. Such sharing can be done on three basic levels. The simplest level involves 'suggestions empowerment', or granting employees the power to recommend. A step higher would be 'job involvement' wherein employees are given greater discretion on how they do their work. Finally, in 'high involvement' mode of empowerment mechanisms like employee ownership, as well as various schemes allow employees to directly participate in the management.

Table 6. Significant Difference between Teacher's Level of Leadership Skill Across Profile Variables

Profile variables		LEVEL OF LEADERSHIP SKILLS	
		Fc	Sig
1. Age	professional practice	0.409	0.5111
	personal value	0.612	0.332
	professional engagement	1.098	0.198
2. Sex	professional practice	4.562 *	0.000
	personal value	6.223 *	0.000
	professional engagement	7.113 *	0.000

- Significant 0.01 level

The computed value between the teacher's level of leadership skills along professional practice and their sex is 4.562 and has 0.000 significance. This implies that the teacher's level of leadership skills has a significant difference. The computed value between the level of leadership skills of the teachers along personal value and their sex is 6.223 with a significance of 0.000, while on the teacher's level of leadership skills along professional engagement is 7.113 with a significance of 0.000. This implies that along teacher's sex, there is a significant difference on the level of leadership skills along three

domains of teaching competency. This is an indication that leadership and gender differences of school leaders are female who is dominant in managing schools while males are potential in managing incorporation and politics.

Today's teachers are being watched with a close eye because of the changes in curriculum and the common core. Instead of sitting back, a 21st-century teacher takes a stand for themselves and their profession. They pay close attention to what is going on in education and they address these issues head-on and they also advocate for their learners (Cox,2019).

CONCLUSIONS

As an outcome of the finding presented in the previous discussions, the following conclusions are drawn.

The public elementary school teachers of Pangasinan are female dominated, married and are generally young in terms of public sector teaching experience. Most of them have earned units in post graduate studies and hold Teacher III position. This indicates that the career mobility as a result of their academic and professional achievements. The teachers have attended several seminars but most of the trainings/seminars/workshops attended are from school to division level. Only few provincial to international level of trainings/seminars/workshops have attended by the teachers. This implies that not all teachers are given opportunity to attend in Regional to International level trainings/ seminars/workshops especially in the far – flung areas. An indication also that getting into seminar is difficult because teachers are expected to be at school to teach and guide learners at all times. Attending trainings will mean that learners will be left unattended as there is no system to cover for teachers who aren't around for official business. Likewise, it is just hard for teachers to attend the Regional to International trainings because of financial constraints.

The teacher's leadership empowerment along access to information, access to resources, access to opportunity and access to support is high leadership empowerment. This implies that in the workplace, teachers are empowered to build confidence in the

capacity to execute collective mission and established trust in the organization when teachers stay longer in their profession. They also become familiar with the operations of the school and out of their experience, this would empower to make decisions to best serve the learner.

The teacher's level of leadership empowerment along professional practice, personal value and professional engagement is very high leadership skills. This implies that in the school organization, teachers are provided with inspiration to further enhance their capacity to develop and implement their teaching competency standards and in return interchange the same respect to other teachers in terms of professional practice, personal value and professional assessment.

The teacher's leadership empowerment along access to support is greatly influenced by the number of years in teaching. This finding may imply that as teachers stay longer in their teaching career, their experienced and maturity level would lead to higher leadership and self- confidence enabling them to become comfortable voicing their ideas and opinions even if they are different from others. The teacher's leadership empowerment along access to support and their age. This finding may imply that teachers in the late middle stage need to support or streamlines in terms of manipulating technology. This is also a manifestation that older teachers are slower to adopt new technologies. Adoption of technology may improve older adults' quality of life, facilitate independent living for longer and bridge the technological gap across generations by teaching older teachers to use technological devices. While on the teacher's leadership empowerment along access to information is greatly influenced by the number of trainings/seminars/workshops attended. This finding may imply that the age, number of years in service and number of trainings/seminars/workshops are correlated because as they grow older and stay longer in their profession, this would give them opportunities to attend more trainings and seminars.

The teacher's level of leadership skills along professional practice, personal value and professional engagement is greatly influenced by the teacher's sex. This is an indication that leadership and gender differences of school leaders are female who is dominant in managing schools while males are potential in managing incorporation and politics. The leadership empowering scheme for teachers is designed to find innovative solutions in the delivery of instructions and facilitation of earning are follows: empowerment in pedagogical Content Knowledge, empowerment in working with colleagues, empowering to deal with parents, empowerment as in having as safe setting of school policies and classroom to best serve the learners. Through this, this would eventually to lead to high leadership and self – confidence enabling them to become confident decision – makers.

RECOMMENDATIONS

Based on the foregoing findings and conclusions, the researcher recommends the following:

1. A proposed school training of teachers to strengthen the professional content knowledge may be considered to maintain instructional quality and standard teacher competency status quo in teaching.

2. Strengthen the conduct of school learning action cell activities to foster electronic skill based learning among classroom teacher in facilitating teaching and learning.

3. Technical workshops be conducted among elementary teachers to be able to cope up with the digital and online tools in e – learning trends in the new normal education.

4. Innovative strategies or interventions should be developed in facilitating teaching / learning and to maintain the very high leadership skills of the teachers.

5. A similar study be conducted and would focus on Kanter's structural empowerment theory in organizations in relation to attainment in the institutional goals and objectives.

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