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Antecedents of Teacher Empowerment in a Public Secondary School

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Philippine Normal University

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ANTECEDENTS OF TEACHER EMPOWERMENT IN A PUBLIC SECONDARY SCHOOL

A Special Project
Presented to the College of
Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
With Specialization in
Educational Management

by
RONALD M. GANIBAN
October, 2013

APPROVAL SHEET

This special project entitled “**ANTECEDENTS OF TEACHER EMPOWERMENT IN A PUBLIC SECONDARY SCHOOL**”, prepared and submitted by **RONALD M. GANIBAN**, in partial fulfillment of the requirements for the degree, Master of Education with Specialization in Educational Management is hereby recommended for acceptance.

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R.M.G

DEDICATION

TO OUR ALMIGHTY FATHER

WHO IS THE DIVINE SOURCE OF MY STRENGTH

**TO MY PARENTS, MR. RENATO L. GANIBAN AND
FLORA M. GANIBAN, WHO GIVE UNCONDITIONAL LOVE AND UNDERSTANDING
DESPITE OF FINANCIAL CONSTRAINTS, URGED
THE RESEARCHER TO CARRY ON**

**MY SIBLINGS, RENATO, JOFFREY, CARIDAD,
JOSEPHINE, AND KURTNEY STAR**

MY NEPHEW, KARLO RENZ

**TO GILBET, ROWENA, RAPHAEL, AND FAMILY SANTOS, NORMAN SAN JUAN,
RELATIVES AND FRIENDS**

**I LOVINGLY DEDICATE ALL
THE HARDSHIP AND TRIALS
I HAVE BEEN THROUGH**

ABSTRACT

**Title : ANTECEDENTS OF TEACHER EMPOWERMENT IN A PUBLIC
SECONDARY SCHOOL**

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Degree : **MASTER OF EDUCATION**
Specialization : **EDUCATIONAL MANAGEMENT**
Key Concepts : **TEACHERS' EMPOWERMENT, MANAGEMENT AND LEADERSHIP**
Adviser : **RENE R. BELECINA, Ph.D.**

This study attempted to identify and describe the antecedents of teacher empowerment in a public secondary school in Makati City for academic year 2012-2013. Moreover, the main objective of this work is to describe the level of empowerment of the faculty members based on individual and institutional dimensions. The study utilized the descriptive method of research. The respondents were 90 faculty members and 10 subject area coordinators. The data gathered through the use of validated questionnaire of Roman (2001). Data were analyzed using statistical tools such as mean, t-test, One-way ANOVA and Step-wise Linear Regression. Based on the data gathered, the teachers' level of empowerment under individual dimension which includes knowledge, value and action is strongly felt. Moreover, in the institutional empowerment dimension, the level of teacher empowerment which includes clarity of purpose, attitude and behavior, recognition, communication, management in the workplace and participation is strongly felt. With the exception on fairness, teachers' level of empowerment is somewhat felt. Findings revealed that years of service, educational attainment and position are not antecedents of teacher individual empowerment. However, years of service, educational attainment and position are antecedents of teachers' institutional empowerment.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Empowerment is not a new concept that strikes in the different field nowadays particularly in the world of education. It has been an issue for a couple of decades now. But still, the concept was not yet totally realized nor exercised (Romanish, 1993). In the field of education, power is always exercise by the top managers while others remain to be followers. The teachers receive the end string of power from their superior and given less participation in terms of planning, monitoring and executing. Their authority is handcuff to the so called standards that limits the full potentials of the teachers to excel in their chosen field or career.

“Two heads are better than one”, an adage that could attest that sharing responsibility, sharing of powers bring a more goal oriented relationship in a group. Empowering one another in the institution to do the task will most likely resulted to the attainment of objectives and goals. Moreover, empowering one another gives other the chance to impart their wisdom, knowledge and skill that were hidden due to less opportunity or waiting for the moment to share it with others. Thus, empowerment brings smooth relationship among members in the group.

Some concerned individuals and groups in both education and non-educational sectors have felt the increasing need for teacher empowerment. The concern seem not only to be justifiable but also necessary in an effort to find a more workable and lasting solution to the problem of deteriorating quality of education and lack of wide participation of teachers in the field. It is felt that the teachers should be given more opportunity to participate in decision making and in other activities that would give more freedom to think and act on matters that concern them personally and that of their job (Educators Forum, 2000).

Another expectation in the empowerment process is the need to address the financial needs of the educators. It is sad to note that the while the 1987 Philippine Constitution provides that “the State shall give the highest budget priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfilment” (Nolledo,1997). Yet we see many teachers being forced by circumstances to borrow money from loan sharks, do moonlighting and even work as domestic helper just to augment their meagre income. Thus, the teachers cannot situate themselves in

the education process. Everybody tells them that they are important but realities prove otherwise” (Education Forum, 2000).

Empowerment of teachers in the school setting is a vital instrument to meet the success in the attainment of the institution's mission and vision. Moreover, empowered teachers can do innovation to further develop the existing limitations of the school curriculum, uplift school standards and transform students to be well-rounded individual in the society. In addition, teachers who are empowered increase their morale and become proud of the so called noblest profession. On the other hand, less empowered teachers delivers low result, low students' performance and inactive in the participation of the school programs that could affect the overall standing or performance of the school.

The insight from these observations stimulated the researcher to contemplate a study of the antecedents or factors leading to the empowerment of the teachers in the institution. This is the reason why this study was conducted. In addition, the findings may help educational managers to reflect on their management style and look up to the factors contributing to the full participation that lead to empowering of teachers in the field whether individual or institutional.

Theoretical/ Conceptual Framework

This study was anchored on Kanter's Theory (1977) of Structural Empowerment which focuses on the structures within the organization rather than the individuals' own qualities. Kanter believes that leader's power will grow by sharing the power through empowering others as a result; leaders will realize increased organizational

performance. Furthermore, he posits with tools, and supports, people's skill base will improve, they will increasingly make informed decisions and overall accomplish more, thereby benefiting the organization as a whole. Kanter identified two systematic sources of power that exist in organizations; these are formal and informal power. Formal power accompanies high jobs and requires a primary focus on independent decision making. Informal power comes from building relationships and alliances with peers and colleagues. There are six conditions required for empowerment to that takes place according to Kanter (1977), these are opportunity for advancement, access to information, access to support, access to resources, formal power and informal power.

To further support Kanter's Theory, contingency approaches to leadership of managers or leaders can be associated to increase the level of empowerment among members in the institution. Such contingency models were Fiedler Contingency Model, Hersey-Blanchard Situational Leadership Model, House's Path Goal Leadership Theory, and Vroom-Jago Leader Participation Model. The following approaches to leadership improve the managing style of a leader depending on the situation or group of individual being manage or work with. It also suggested in the different contingency approaches the level of participation of the members to achieve specific objectives or goals.

The study also banked on the Behavioural Management Approaches because empowerment is not only influenced by management style used by leaders but also humanitarian purpose or good human relationship. In Mary Parker Follet approach, she describes organizations as communities within which people combined talents to work for a greater good. Hawthorne on the other hand, suggested that work behavior is influenced by social and psychological forces and that work performance may be

improved by better human relations. Likewise, Maslow stated that self-fulfilment can be experienced by individual through fulfilment of the each level in hierarchy of needs. Moreover, McGregor suggested that managers should shift into Theory Y thinking which views individual as independent, responsible and capable of self-direction. Argyris's theory of Personality pointed out that people in the work place are adults and may react when constrained by strict management practices and rigid organizational structures (Schermerhorn.2008).

Another theory that could support empowerment is the Theory of Motivation. A motivated individual has high sense of commitment, direction and participation in the organization. According to Adam's Equity theory, social comparisons take place when rewards are distributed in the workplace. People who feel inequitably treated are motivated to act in ways that reduce the sense of inequity; person conceived negative inequity may result in some working less hard in the future. Another one is the Law of Effect which states that the behavior followed by a pleasant consequence is likely to be repeated; behavior followed by an unpleasant consequence is unlikely to be repeated. And lastly employing Positive Reinforcement will work best when applied according to the law of contingent and immediate reinforcement (Schermerhorn.2008).

In the works of Roman (2001), he further conceptualized the term empowerment and identified factors that could lead to empowerment of the academicians in the educational institution. He further suggested that a training program may be conducted among managers and concern groups to disseminate the empowerment concept in order to increase the level of participation of the other members of the academe.

In the field of education, empowering the teachers may result to a greater involvement in different programs or activities thus, a good output may produce or either increase the level of productivity in terms of student's performance during NAT, NCAE or other measuring assessment that evaluate the performance of teachers and the school. To further measure and identification of antecedent of empowerment in the institution, the faculty members are the good source of information and gives realistic point of view regarding the concept of empowerment.

In this particular study, teachers' empowerment was identified by the faculty members and subject coordinators in a public school in Makati using the validated questionnaire in the works of Roman (2001). The variables of teachers' empowerment are individual and institutional dimensions. Individual empowerment is consist of three components which are; knowledge, value, and action. Institutional dimension on the other hand, consists of eight components which are; clarity of purpose, attitude and behavior, recognition, fairness, communication, management in the workplace, and participation. The two teachers' empowerment dimensions were influenced by three factors which are; experience, educational attainment and position as shown in the theoretical framework. The identification of teachers' empowerment were based on the items in the questionnaire answered as very strongly felt, strongly felt, somewhat felt, and not felt at all based on the defined range of mean score obtained. The determination of significant differences were taken to find out which dimensions are antecedents of teachers' empowerment.

Statement of the Problem

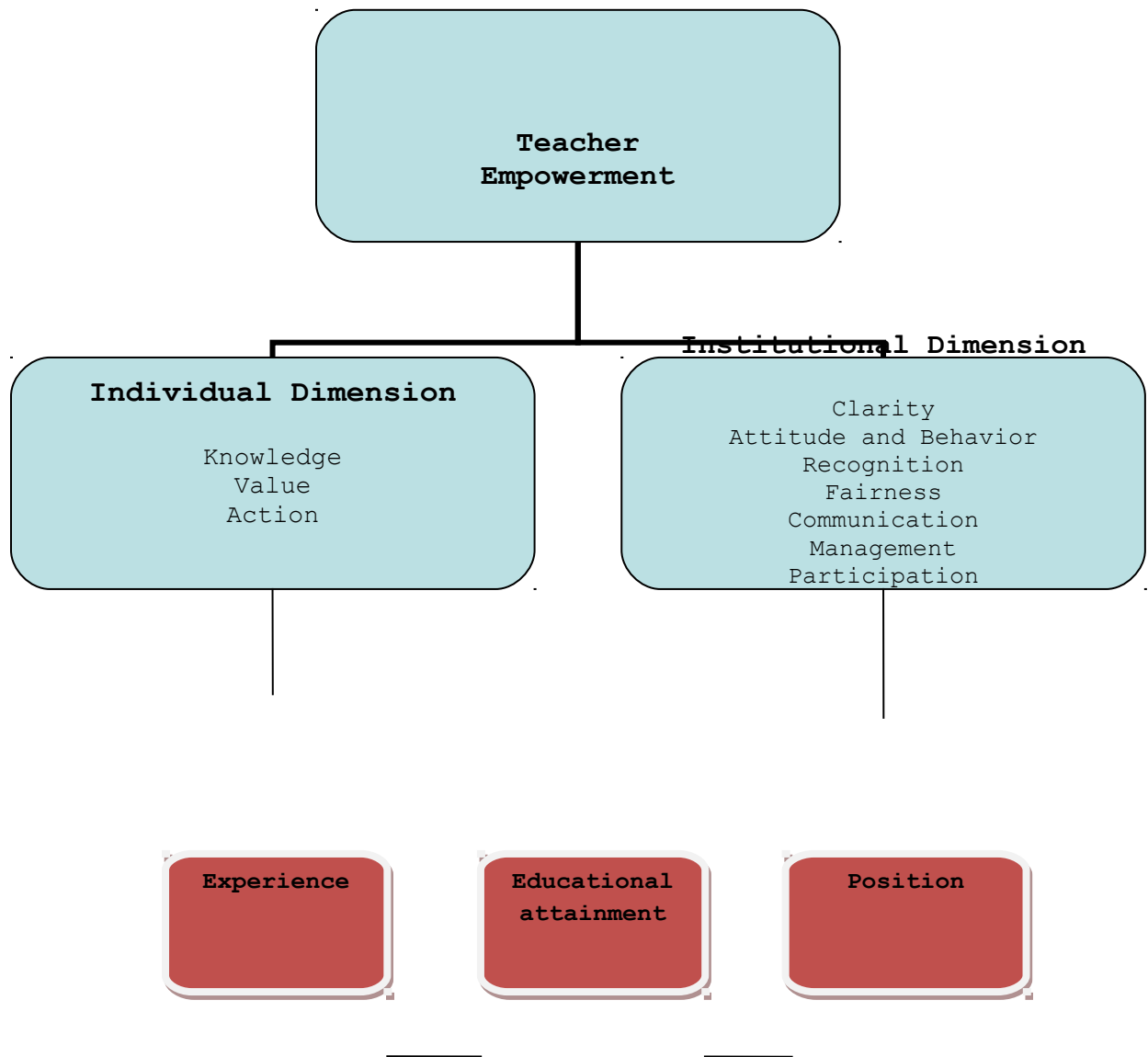
This study attempted to identify the antecedents of teacher empowerment in a public secondary school in Makati City for school year 2012-2013.

Moreover, it sought to answer the following questions:

1. What is the level of individual empowerment of teachers in terms of the following components?
 - 1.1. knowledge,
 - 1.2. value, and
 - 1.3. action
2. Are there significant differences in the level of individual empowerment among the respondents when grouped according to the following variables?
 - 2.1. years of service,
 - 2.2. educational attainment, and
 - 2.3. position
3. What is the level of institutional empowerment of teachers in terms of the following components?
 - 3.1. clarity of purpose,
 - 3.2. attitude and behavior,
 - 3.3. recognition,
 - 3.4. fairness,
 - 3.5. communication,
 - 3.6. management of workplace,
 - 3.7. participation
4. Are there significant differences in the level of the institutional empowerment of teachers when they are grouped according to the following variables?

4.1. experience,

4.2. educational attainment, and



Theoretical Framework
Figure 1

4.3. position

5. What factors significantly influence the level of teacher empowerment in terms of the following dimensions?

5.1. individual empowerment, and

5.2. institutional empowerment

Hypotheses of the Study

The following hypotheses were tested in this study.

1. There is no significant difference in the level of empowerment among the respondents when grouped according to position, years of experience and educational attainment.
2. There is no significant difference in the perception of the faculty on empowerment climate when they are grouped according to experience, educational attainment and position.
3. The individual and institutional factors do significantly influence teacher empowerment.

Scope and Delimitation of the Study

The study was limited to identify the antecedents of teacher empowerment in a public secondary school in Makati City for the school year 2012-2013. This study

focused on the individual and institutional dimensions of teacher empowerment. Individual dimension consists of three components namely; knowledge, value and action. Institutional dimension consists of eight components which are; clarity of purpose, attitude and behavior, recognition, fairness, communication, management, and participation. Profile variables such as experience, educational attainment and position were tested if they significantly influence the level of teachers' empowerment. The study involved one hundred respondents which consist of 90 faculty members and 10 subject area coordinators.

Significance of the Study

Empowerment is one of the trends in contemporary world especially in the educational institution. Power is no longer owned by a single person or group but it is shared and delegated. It is considered a vital factor for organization, like the school to succeed. School administrators and teacher should be familiarized with and identify their level of empowerment in the organization in order to increase the level of participation.

The school as an organization is important sector of the society that needs best strategy in management not only to improve its services but also to make it more responsive to the needs of its stakeholders, the students, teaching and non-teaching staffs and most importantly, the society. As such, this study is expected to benefit many individuals and entities particularly the following:

- **Bureau of Secondary Education Officials.** DepEd officials are result oriented people. They want good outcomes in all the programs and activities implemented to

uplift the level of teacher's performance not only in specific locality but international level as well. The findings of this study will help them develop a programs that further promote the welfare of teachers and uplift their morale as the shapers of young minds by giving them assistance in professional growth through scholarships and trainings.

- **Secondary School Administrators.** The findings will help top and middle managers to redirect or change their management styles in the institution. It will also help them design a mechanism that will encourage the full participation of the teachers in all programs and activities in the school.
- **Secondary Public Teachers.** The teachers will become more aware of their roles to perform in the institution and give them power to participate in the institutional development. From the findings of this study, teacher can be an agent of innovation or contributor of new ideas to be implemented or used in the institution. Teachers will become proactive members and eliminate passivism in the institution. Moreover, this study can broaden the concept of empowerment and junk their prior concept of empowerment in the institution.
- **Parents.** The findings of this study may give them the idea of the great and noblest role of the teachers in the total development of their children. Eradicate the old concept of traditional educators and see them as important partners in rearing and shaping the attitudes, skills and talents of their sons and daughters. The empowered teachers would guarantee of quality education in terms of quantity, quality, values and knowledge which is vital for the real world. Moreover, they will support all the projects and programs of the institution for the betterment of their children.

- **Students.** The ultimate beneficiaries of the empowered teachers are the students. If the teachers are allowed to make innovations or enhancement on the teaching-learning process and gain supports from the education managers, student will become proactive learners thus dull moment and teacher centered teaching can be minimize if not eliminated. In doing so, students' performance may increase in the assessment period.
- **Researchers.** The result of the study can provide insight on the specific antecedents of teacher empowerment within the scope of this research that need further investigation. The significant findings of this study can be a source of literature. It may serve as an inspiration to other researchers with the aim of reforming the structural empowerment of their institution.

Definition of Terms

The following terms were defined conceptually and operationally to have a better understanding of the study:

Action. It is the manner or method of performing (Merriam Dictionary.2012).In this study, it refers to performance or doing a particular function to achieve what has been planned or agreed upon. This is measured by the mean score obtained in the Action Dimension of the individual Empowerment Survey.

Antecedent. In this study the term refers to causality of such action or endeavour that leads to a practice of rights, power or authority.

Attitude. Readiness to respond in a certain way when the appropriate situation occurs (Tria,2012). In this study, it refers to the likes and dislikes, favourable and unfavourable evaluation and reaction to object, event or idea in relation with education. This is measured by the mean score obtained in the Institutional Empowerment Survey.

Behavior. It is the way an individual responds or reacts on a certain circumstances manifested through the movement of muscles (Tria. 2012). In this study, the term was used to describe ones relationship to colleagues and the institution. This is measured by the mean score obtained in the Institutional Empowerment Survey.

Clarity of purpose. In this study, the term refers to the clarity of goals and purposes of the institution. This is measured by the mean score obtained in the Institutional Empowerment Survey.

Communication. It is the process by which information is exchanged between individuals through a common symbols, signs, or behavior (Merriam Webster.2012). It is operationally defined as the way by which the respondents transmit institutional and individual information from one another. This is measured by the mean score obtained in the Institutional Empowerment Survey.

Educational Attainment. In this study, it is defined as the highest educational level reached by a person through formal education. It also consider as factor influencing the level of teacher's empowerment. This is measured by the mean score obtained in the personal information in the survey questionnaire.

Experience. It is the practical knowledge, skill or practice derived from direct observation of or participation in events or in a particular activity (Merriam

Webster.2012). It is operationally define as the length of service of a faculty member in a public secondary school.

Empowerment. It means giving employees the power, freedom, knowledge and skills to make decisions and perform effectively (Daft, 2000). In this study, it is defined as the freedom of an individual in the institution in performing the responsibilities and duties. It has two dimensions namely; individual and institutional.

Fairness. Treating people equally without allowing personal feeling to influence judgment. Also commitment to process, impartiality, and equity. (Schermerhorn, 2004). In this study, it refers to the objectivity in assessing the job and performance in performing institutional duties and responsibilities.

Knowledge. Is the total range of information and understanding which have accumulated through experience, study or investigation. It includes natural knowledge and technical knowledge (Panopio et. al.,1993). In this study, it is measured by the mean score obtained in the individual dimension as empowerment indicator.

Individual empowerment. It is operationally defined as to the capacity of the individual to perform his/her functions in the organization and to influence other members in the pursuit of their shared goals.

Institutional Climate. It refers to the perceive subjective effects of the system, the style of managers and the environment factors on the attitude, beliefs, values and motivation of people who work in a particular organization (Litwin and Stringer, 1968). In this study, it refers to prevailing factors influencing the level of teachers' empowerment

such as clarity, attitude and behavior, fairness, recognition, communication, management in the workplace and participation.

Institutional Empowerment. It is operationally defined as the capacity of the institution to harness the potentialities of its human resources in identifying and satisfying mutually agreed personal and collective expectations in the organization. It is determined to some extent by the availability or non-availability of institutional support system and the effectiveness of the management system. It includes clarity of purpose, attitude and behavior, fairness, recognition, communication, management in the workplace and participation.

Management in the workplace. It refers to the process of planning, organizing, leading, and controlling the work of organization members and of using all available organizational resources to reach stated goals (Schermerhorn.2008). In this study, it is the way on how top and middle managers handle personnel, institutional operations and students' development.

Organizational structure. It is a system of tasks, reporting relationships, and communication linkages (Schermerhorn, 2008).

Participation. In the study, it refers to the role, part or involvement of a faculty member in academic functions and other institutional activities.

Position. It is a post of employment, job, or office or kind of work. Operationally, there are two categories of position used in this study; coordinators and faculty members.

Power. It is the ability to get someone else to do something you want done or to make things happen the way you want (Schermerhorn, 2008). It is operationally defined as, influencing others to do or perform the task in accordance to institutional goals.

Recognition. In this study it refers to approval, acknowledgement, and appreciation of someone's achievements or abilities.

Value. It is the expression of ultimate ends, goals or purpose of social action considered desirable and important by members of society (Panopio et.al., 1993). In this study, this is measured by mean score obtained in the Value Dimension as Empowerment indicator.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the review of related literature and studies which helped the researcher in enriching and clarifying his own concept thinking in relation to the present study.

Teacher Empowerment

Teacher empowerment has become increasingly visible within current trends related to educational best practices. The empowerment of employees serves as a significant factor in the success of the schools, businesses, or other organizations in which people are working toward a common goal. Teacher empowerment and teacher's sense of empowerment represent important variables in comprehensive school improvement efforts of today's schools movement.

Rinehart and Short (1994) stated that school improvement is dependent upon increased opportunities for staff to participate in the decision making process in vital areas within an organization. Short (1994) defined teacher empowerment as a process whereby participants develop the competence to take charge of their own growth, resolve their own problems, and believe they have the skills and knowledge to act on a situation and improve it. Notably, differences exist between perceptions of empowerment and the reality of empowerment. Perceptively, empowered schools create opportunities for teachers to develop competence. Historically, the bureaucratic structure of schools has not allowed teachers to be particularly involved in decision making outside of the classroom.

The scenario of today's organization needs for empowerment to cope up with the trends and the fast pace of modern world. According to Scott and Jaffe (1993) that "The organization is under attack from outside and from within. Externally by heighten global competition, incredibly fast changes, new demands for quality and services, and limited resources demand quick responses from the organization". And while the organization is faced with the need to adapt and to learn new ways to accomplish its goals, the members on the other hand, are uncertain of their commitment as they themselves feel

incapacitated. The manager who feel pressed by demands from outside, from above and from member themselves, thinks of better ways to make people work together to achieve the company's goal.

The dilemma of the modern times has necessitated a new way of management- that of empowering people to make their own decisions and manage themselves. There is compelling demand that the workplace provide an atmosphere where people become responsible for their own action and are free to take such actions with the welfare of the organization in mind.

According to Daft (2000), empowerment means giving employees the power, freedom knowledge and skills to make decisions and perform effectively. Moreover, it can be reflected in self- directed work teams, quality circles, job enrichment, and employee participation groups as well as through decision making authority, training and information so that people can perform jobs without close supervision. Furthermore, empowerment is the newest trend in motivation, the delegation of power or authority to subordinate in an organization. Several studies can attest to this that, organization becomes more productive as the superiors empower their subordinates by sharing their power and responsibilities to them. Empowering employees' means giving them four elements that enable them to more freely to accomplish their jobs: information, knowledge, power and reward.

In the local scene particularly in the field of education, empowerment should be felt by the teachers. But in reality teachers are cuffs with the existing orders coming from the top administrators. According to Guevarra in her concept paper "Building a

Constituency to Make Education Work”, that teachers have always been in the receiving end in matters related to teaching and learning (Educators Forum, 2001). Deprived the opportunity to participate in the decision-making and dissatisfied with some policies and programs of the school managers at the different levels, teachers lose their self – esteem and their enthusiasm to their role the best they can. In the consultation among outstanding teachers, mayors, and governors in 2000 (June – September), factors that hinder empowerment had been mentioned and these are the following:

- 1) The system at DECS is hierarchical and bureaucratic making it difficult for teachers to exercise their creativity and resourcefulness. Teachers have little role or no role at all in decision making.
- 2) Local politics is powerful force in recruitment and promotion of teachers. Teachers who are taken in through process may not be as qualified as the others who got through the system of recruitment.
- 3) Teachers are involved in many community projects taking much of their time for their main and most important function that is to teach.
- 4) Poor financial incentives. Salaries are sometimes given late if not most of the time. Government scholarships hardly reach the field. There is distrust in the manner scholarship and promotions are granted.
- 5) Lack of accountability among the people concerned.

These disempowering conditions put the teachers in a quandary, as they keep on asking themselves why the society keeps on harping that they are very important, yet obtaining realities make them grasp their inadequacy and helpless.

Wynn Godbold (2013) cited some ways on how leaders can empower teachers and teachers’ empower themselves. The leader who seeks to empower teachers must:

- 1) Clearly define their vision

- 2) Establish procedures for exploring problems
- 3) Provide resources for professional and personal development
- 4) Filter mandates and present expectations in alignment with their overriding vision
- 5) Model, support and promote time spent in activities outside of school
- 6) Encourage teachers to seek professional partnership and relationships beyond their building.

Teachers seeking to be empowered must:

- 1) Decide they will be different than the norm, the expectation or the media hype
- 2) Clearly define what they believe great teaching is
- 3) Pro-active in their personal and professional development
- 4) Filter information against their beliefs and hold fast to their beliefs
- 5) Focus and devote time attention to specific goals and objectives
- 6) Share with the colleagues.

Meanwhile, in the work of Soriano (2004), she cited the explanation of Shriberg, Doyd and Williamson (1997) about the paradox of a leader's power as to why power should be given away. They stressed that a principal finds more power by sharing what he already has with subordinates. Moreover, they said that as subordinates or followers' power is increased, they perform better that can ultimately raise the over- all power of the group. They further stressed that improved performance as a result of empowering employees could mean a gain and kudos for leader as well as the entire organization- a win- win solution.

Venerable (1990) as stated in the work of Soriano (2004) also shared his view on teachers' participation in the decision making process as a mode of maintaining enhancing teachers' skills and interests while promoting their morale and satisfaction. He said that by nature, people feel appreciated, encouraged and recognized when their ideas, opinions and decisions are given importance and valued. They fell inspired and

enthusiastic in carrying out their duties and responsibilities, and most importantly, their loyalty to their principal and dedication to their jobs grow.

He also pointed out that bringing teachers into a closer contact with one another is the key to moving them closer to empowerment. He claimed that the more teachers are allowed to deal with each other, the more teachers are likely to build trust and respect to one another. They would start to treat the person next room not as a potential competitor but as a colleague or fellow collaborator. As a result, a new spark of camaraderie can be ignited among the teachers. In addition, as restated by Soriano (2004) regarding that teachers should be allowed intermingle more often if they are to be empowered because the degree of change in school is strongly related to the extent to which teachers interact and communicate (Fullan, 1982) and (Murrell and Meredith, 2000). She also added that part of the powerlessness of the teacher is function of their isolation. When teachers go on separate ways, it adds to their disenfranchisement. Moreover, it is clear that networking and communicating build a whole different set of relationship among teachers. Definitely, working as a team delivers good result.

Soriano (2004) stated that the confirming the value of communication with empowerment as she revealed that effective schools are places where empowered teachers participate actively in collegial activities. She conducted with fellow teachers pursue a greater range of professional instruction, structure observations, and shared planning or preparations. She further stressed that whenever teachers meet with greater frequency, with greater number and diversity in groups, these serve as potential avenues for communication. It is a fact therefore that good communication among teachers breeds power.

In the work of Roman (2001), Lagana (1997) quoted that a school should become a more effective place for learning when teachers are allowed to learn and grow on their jobs- to share experiences, insights, and suggestions in the decision process; to try new approaches and custom fit what they believe is needed by the students; to work together in solving challenging problems; and to make them accountable of the schools improved instruction.

Balman and Deal (1992) as cited by Soriano (2004) posited that organization works best when teachers' needs are met ample opportunities are provided for participation and shared decision-making. Furthermore, they pointed out that no matter how strong the principal may be, he can be helpless under conditions where teachers lack of support and trust, suspicion, indecisiveness and insecurity in the workplace is the rule rather than the expectation.

In the work of Frase and Conley (1995) as quoted by Soriano (2004), their personal interactions with teachers said that educators could easily recognize the difference between empowered and powerless teachers when observed in their classrooms see them work in-group with other teachers, and observe them during faculty meetings. They added that empowered teachers are enthusiastic, skilled, happy to share knowledge and wisdom with their learners, and happy to share their accomplishments with their fellow teachers. They further said that these are teachers' experienced great joy, satisfaction, confidence and increased motivation from teaching. On the other hand, the negative forces those constraint empowerments are: 1) lack of professionalism; 2) negative attitude and behavior of superiors; 3) financial problems; 4) poor working relationship; and 5) poor health condition.

In the work of Roman (2001), he cited Vogt and Murrell (1990) that empowerment is all about “what can be, rather than what has been”. They also categorized empowerment into two major divisions: self- empowerment and interactive empowerment. Self-empowerment involves the ability of the person to empower oneself while interactive empowerment, on the other hand, is concerned with the process of creating with others through the following methods; educating, mentoring/supporting, providing, structuring and actualizing.

Kinlaw (1995), Niremborg (1997), Stoner and Wankel (1986) and Wrights and Noe (1996) unanimously conceptualized empowerment as a part of the evolutionary process in the field of management.

Tracing the roots of empowerment can be identified through ideas and initiatives as typified in people’s involvement, participative management, quality circles, team formation, and development initiatives, a march towards egalitarianism. It can be connected with the different organizational development theories in management like the Theory Y of McGregor, and Likerts’s Profile of Organizational Characteristics. Moreover, there are several literatures about how empowerment started like the article on civil rights written in 1975 entitled “Toward Black Political Empowerment-Can the System Be Transformed”. In 1978, the term empowerment was used in the social work community in the article entitled “From Service to Advocacy to Empowerment. The political entities and health organization used the term empowerment in the articles “Grassroots Empowerment and Government Response and Counselling for Health Empowerment.

Meanwhile, empowerment in the field of education has its roots in Paulo Freire's concept of "consciousness". His philosophy is based on placing the individual in the centre of his life so that he can understand his personal circumstances and the social environment in which he lives. This process enables the individual to develop a critical awareness and to act according to it. Thus, empowerment involves a transformation in personal awareness.

In the article "Well Being, Agency and Freedom" written by Sen (1985) as cited by Lausch (2011) empowerment characterizes empowerment as a person's freedom to do and achieve the desired goal. The framework of empowerment focuses on the individual. Other authors take slightly more narrowed approach, taking into consideration the institutional, social or political structures rules and norms within which the actors make and pursue their choices. This is how World Bank measure empowerment in their Development Report (2001) by the existence of choice, the use of choice and the achievement of choice.

To illustrate further the concept of empowerment as a part of management would show that many major ideas coming from management theories were somehow related to it in one way or another. What seems more important is the fact that the concept of empowerment closely relates with the current drive for competence, quality and excellence as hallmarks of a successful organization (Roman, 2001).

According to Kinlaw as cited by Roman (2001) that there are some area of misunderstanding about empowerment and he offered some suggestions on how this misunderstandings can be rectified in positive manner.

- 1) The concept of empowerment in relation with organizational management is different from political and social meaning of empowerment. Empowerment, as pertains to organization, seeks to strengthen the performance of the organization by making fuller use of the knowledge, skills, experience and wisdom of their people. In the political and social realm, empowerment is more of fair distribution of influence. Within the organization, empowerment is fair distribution of performance and continuous improvement of performance. It is not only concern in giving opportunity to make decision, but also in improving communication networks, building a learning environment and improving people's interpersonal skills in working easily and working together.
- 2) Among managers, empowerment is sometimes misunderstood as delegation of duty with various degree of freedom and responsibility. Empowerment is more than delegation of duty or power- it is about participative management, collaborative management, new ways of structuring organization, new ways of developing ad using teams, new ways of stimulating and rewarding learning, changing roles of managers to include coaching and facilitating.
- 3) Empowerment is one-way transaction from the more powerful toward the less powerful.

It should be perceived not so much as sharing power but increasing the relative power and creating new power for the organization which can be called "competent

influence". This can be done through cross training so that other persons can respond to a client's request when the primary person is not available.

To Kinlaw, the total meaning of empowerment is understood when it paves new ways for everyone and every group to go to higher levels of competence to create more complete ways for competence to influence how an organization operates.

The importance of clarifying and communicating goals, mission, culture, and values of the company was emphasized by Scott and Walker (1991). Equally important are 1) consistency in and deed, and 2) collaboration and cooperation among the staff. For them, a good manager is a person who involves and thereby develops his staff by sharing his ideas and skills with them.

Assessing Teacher Empowerment

Nirenberg (1997) has evolved an organizational assessment instrument which he called "Moment of Truth". It consisted of 40 items covering important aspect .in the performance of roles and functions such as work relationship, attitude and behavior, participation, communication, management style and knowledge and comprehension of goals. Each item is rated using a] scale of 1-10.

Meanwhile, Vogt and Murrell (1990) developed a criteria for evaluating personal empowerment traits comprising thirty three items; 1) Valuing uniqueness, 2) Reciprocity, 3) Intellectual and professional openness, 4) Tolerance for ambiguity, 5) Multidimensional thinking, 6) Risk taking, 7) Confidence, 8) Curiosity, 9) Optimism, 10) Self-confidence, 11) Concentration, 12) Self- awareness, 13) Interpersonal skills, 14) Spirit of Cooperation, 15) Emotional congruity, 16) Enthusiasm, 17) Trust, 18) Flexibility,

19) Accepting challenge, 20) Perseverance, 21) Stress tolerance, 22) Willingness to listen, 23) Valuing people, 24) High Expectation, 25) Independence, 26) Humor, 27) Openness, 28) Commitment, 29) Friendliness, 30) Creativity, 31) Respect for others, 32) Personal initiative, and 33) Tolerance of Differences.

With Scott and Jaffe (1993) as cited in the work of Roman (2001) made an instrument to determine the climate of empowerment that consist of eight categories namely: 1) Clarity of Purpose, 2) Morale, 3) Fairness, 4) Recognition, 5) Teamwork, 6) Participation, 7) Communication, and 8) Healthy environment. Each category has specific items to assess the level of empowerment in the organization. The respondent is asked to consider the degree of empowerment they feel in their organization by encircling the number that represents the level on which each statement is true to the group with 1 as Very true and 4 as Very untrue.

Leadership, Empowerment and Principal Effectiveness

Throughout the years, leadership has been a recurring theme in educational literature and it has been analysed extensively in quantitative and qualitative studies. Numerous definitions of leadership exist in educational texts. According to Bass and Stogdill (1990) estimated about 3000 empirical investigation have been conducted examining leadership. To Collins (2001) described the highest level of leadership as Level 5 leadership, and level five leaders are a study in duality: modest and wilful, humble and fearless leaders that build enduring greatness through a paradoxical blend of personal humility and professional will". On the other hand, Liethwood and Duke's (1999) work in "A Century's Quest to Understand School Leadership" resulted in six important classes of leadership that are visible in recent literature: instructional

leadership, transformational leadership, transformational leadership, moral leadership, participative leadership, contingency leadership and managerial leadership.

Instructional leadership is typically focuses on teacher behavior associated with student achievement (Lunenburg and Ornstein, 2007). Conceptually, instructional leadership is a role that is assumed by teachers, principals, and district leadership. They advanced that effective leadership behaviors influence student achievement in most contemporary models of instructional leadership. Principals, as instructional leaders, have become increasingly important as the nation expects results; therefore, a keen understanding of instructional best practices and assessment strategies are of utmost importance for principals.

Transformational leaders “raise organizational members’ levels of commitment to achieve organizational goals, resulting in greater productivity, and transformational leaders are viewed as charismatic, visionary, cultural and empowering” (Lunenburg and Ornstein, 2007). Transformational leadership focuses upon collective commitments of people within the organization, as well as on the group achievement as a whole.

Moral leadership focuses mainly on the values of an organization, which represents the third pillar of Professional Learning Community. Values can be beliefs or behaviors; however, recently, a number of organizations have parallel values with collective commitments. Lunenburg and Ornstien (2007) posited, “Leadership in a democratic society entails moral imperative to promote equity, democratic community, and social justice”.

Participative leadership, team leadership, common or staff leadership are all symbols of empowered cultures (Lunenburg and Ornstein, (2007). “A majority of research

associated participative leadership with increased organizational effectiveness, with site based management as the vehicle for achieving such goals”.

Contingency leadership is leadership dependent upon the current reality of the organization, adjusting one’s leadership style to the situation. Lunenburg and Orntein, (2007) asserted that variations exist in facets of leadership; therefore, it alludes to multiple styles that are applicable to situations.

Managerial leadership focuses on the day to day operations of leaders. “ “The distinction between leadership and management usually entails allocation management with responsibilities for policy implementation, organizational stability, maintaining effective communications with stakeholders, day to day routines, and leadership, in contrast, entails policy making, organizational change, and other more dynamic process of work” (Lunenburg and Ornstein, 2007).

Empowered staffs feel that they have influence over the circumstances and participate in the decisions that most affect them. Facilitating this level of individual personal control for teachers is challenging for school principals. Ubben, Hughes and Norris (2001) suggested that there are certain principal behaviors that create empowered school cultures and more effective organizational production, based upon three theories from *Rath’s Values and Teaching*. The first theory poses the importance of recognizing individual needs. Moreover, they further stated “Effective school research is but one example of the bulk of literature supporting the need for positive climate that allows for freedom of expression, risk taking and exploration”.

The second theory that supports empowerment is the values theory. Providing for teachers with opportunities to clarify values and collective commitments is important for

the development of the mission and vision of the school. Ubben et al. (2001), wrote, “Without a clear purpose and clarification of one’s values, it is difficult to lead with credibility and to have the vision required for leadership. Furthermore, the theory of thinking has significant impact in the creation of empowered environment. The thinking/learning organization provides an atmosphere for free exchange of ideas facilitated through critical analysis of issues.

Principals today face a myriad of challenges that almost certainly make the job nearly impossible to do alone. In the face of profound ambiguity, uncertainty, and accountability, principals must rethink their roles and entrust the staff they have assembled to assist in the decision making process of the school. Tucker and Coddling (2002) stated, “ As the multiple demands proliferate and intensity – building manager, instructional leader, buffer to the external environment, central office subordinate, policy implementer, and community organizer, it may be that role restructuring will be necessary.

Sharp (2009) find out in his study entitled “ A Study of the Relationship Between the Teacher Empowerment and Principal Effectiveness”, as cited by Soriano (2004) that there are 18 significant relationships between the scores on the three domains of the Audit of principal Effectiveness and the scores on six subscales of the School Participant Empowerment Scale. The data showed correlations between the domains of organizational development, organizational environment, educational program, and the subscale of professional growth as the most statistically significant variable. It appears that specific principal skills related to the domains have an influence on teacher empowerment.

In Eckley's (1998) work, he analysed the relationship between teacher empowerment and principal's leadership in structural, human resource, political and symbolic school organization. The study revealed that the teachers felt empowered at individual level when they perceived the principal to be using human relation leadership. It decreased when the principal was perceived to be using structural leadership.

In Hicks (1994) study, he tried to determine if there is significant difference between principals and teachers' perception of teachers' involvement in decision making as a form of empowerment. The findings showed strong disparities between principal and teachers' perception in 4 categories like; 1) recruitment and budgeting, 2) student development, 3) administrative tasks and, 4) scheduling of tasks.

The relationship of empowerment to employee's involvement and job performance was investigated by Corrigan (1998) which sought to provide a deeper understanding of what is meant for an employee to be empowered in an organization context. Her study involved 4 dimensional model of empowerment which are: 1) perception of the meaning, 2) competence, 3) impact, and 4) self- determination. She studied the influence of the 4 components of employee involvement-information, knowledge, power and reward on over-all empowerment. Among these, power and knowledge had the most predictive value.

Kudela (1998) investigated empowerment in a child advocacy organization in a South American country. Her historical study examined how a state-wide child care movement developed and manifested empowerment within the organization and among its participants. The findings indicated that a commitment to child care and to the

communitarian principles was the guiding ideology for the organization and for the practice of empowerment. She confirmed that cooperation was the facilitative dimension that enables empowerment among the participants and the community. It is attained and maintained through information sharing, communication, building trust and relationship, critical reflection and dialogue.

On the other hand, Maddox (1997) examined the role of empowerment in preventing the exodus of teachers from the profession. Finding showed that the absence of empowerment among others was a factor that causes teachers' job dissatisfaction leading to resignation. Moreover, Beall (1998) as cited in Roman's work probed the problem about recruitment, compensation, and development of teachers in schools. In the course of his study, he tried to find out the factors that help shape new organization that would attract and develop effective teachers in relation to recruitment, compensation and development of teachers. The findings revealed that the most influential factors are: 1) teachers' sense of empowerment to shape the curriculum and instruction, 2) school environment, and 3) quality of teachers and students.

As cited by Roman (2001), Rodgers (1997) explored the role of empowerment as a key validation element of Situational Leadership Theory. His study indicated that the empowerment of middle managers was positively related to their environment in a participative management program.

The Empowerment in the Local Education

Alquiza (2000) assessed and explored the implementation of the DECS policy of empowering school principal among the Division Leader Schools in the National Capital

Region during the School Year 1999-2000. Respondent to the study were 27 superintendents and assistant superintendents, 23 principals and 103 teachers. As to implementation of the empowerment Policy, the principals said that it was moderately implemented while the teachers believed that it was extensively implemented. The study revealed that there was no relationship between the Empowerment Policy and the following: teacher performance, students NSAT achievement and instruction. The respondents positively endorsed the Empowerment Policy as regards instructional, administrative and fiscal aspects. The following were instructional, administrative and fiscal aspects. The following were identified as problems or constraints in the implementation of Empowerment Policy: 1) too much interference of politicians in the selection of school officials, 2) principals' participation in of the budget process, 3) insufficient RATA, 4) limitations in the purchase of instructional materials, 5) over crowded rooms, 6) lack of readiness to implement the Empowerment Policy, 6) lack of representation in the School Board, and 7) lack of training in school management and educational technology as cited in the study conducted in 2001 by Roman.

In 2000, Barrameda described the transactional and transformational leadership behavior and total quality management competencies of principals and their relationship effectiveness. The study showed that principals possess transactional/ transformational leadership behaviors such as contingent reward and management by exception/inspiration, individualized consideration, and intellectual stimulation and attributed charisma. The principals also manifested TQM competencies such as strategic planning, school performance results, information and analysis, faculty and staff focus, educational and support process management, and student and stakeholder focus. The study also revealed a relationship between some transactional and

transformational leadership behaviors and total quality management competencies with school effectiveness though at low level of correlation.

In the job satisfaction of the teacher, Daquila (1985) investigated 157 teachers in University of Negros Occidental Recoletos and the findings revealed that: 1) the respondents showed moderate level of satisfaction because they had no knowledge on salary and wage administration; lack of guidelines on faculty development program and poor medical and dental services, 2) faculty are not properly rewarded in acquiring masteral/doctoral degree, 3) lack of clear guidelines on recruitment, orientation and probation.

Rosete (1991), found out that the faculty and the department heads differed in their perception of administrative behavior. While the faculty perceived their administrators as task-oriented, the department heads perceived themselves as transactional, and participation oriented. The teachers also expressed their dissatisfaction on some administrators who guised as democratic and egalitarian but underneath were hard-line authoritarian rule. This negative perception of the school manager led to built-in fear or taciturn attitude among faculty as they did not go into the open to discuss their feeling.

In the work of Roque (1990) as cited by Roman (2001), worked on "Differences and Inter-correlation Matrix of Human Values in Administrative and Supervisory Practices". The study showed that while the administrators perceived themselves to be strong in the application of human values to the dimension of policy formulation, teachers; evaluation and classroom visitations, they are weak on the aspect of decision making.

Meanwhile, tracing the factors in the individual and the organizational environment that relate to the school superintendent's decision making behavior was conducted by Mendimuento (1990) as stated in Roman's work. She discovered that among others the problem and constraints that impede decision-making in the school division were: 1) lack of teachers' knowledge in decision-making, 2) little time for participative group decision-making.

Pacheco (1994) found out that teacher's favourable attitude towards participation in school an activity was reinforced when the initiative comes from the administrators themselves. The teachers also perceived the school climate as open as indicated by the high mean of teachers' collegial behavior and the willing and supportive attitude of school principals.

The literature cited and related studies explored the various aspects of Empowerment – its nature, meaning, development, dimensions, assessing, and the connection of the term to management organization particularly in the educational organization. The gathered information from the literature and related studies will enriched and help the researcher to further understand the concept that lead to identification of antecedents of teacher empowerment.

CHAPTER III

METHODOLOGY

In consonance with the conceptual framework presented in the first chapter, this chapter presents the operational framework of this study. It includes the research design, respondents of the study, research instrument, data gathering procedure, and data analysis procedure employed.

Research Design

This study used the descriptive survey research design which involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study (Sevilla et.al. 1992).

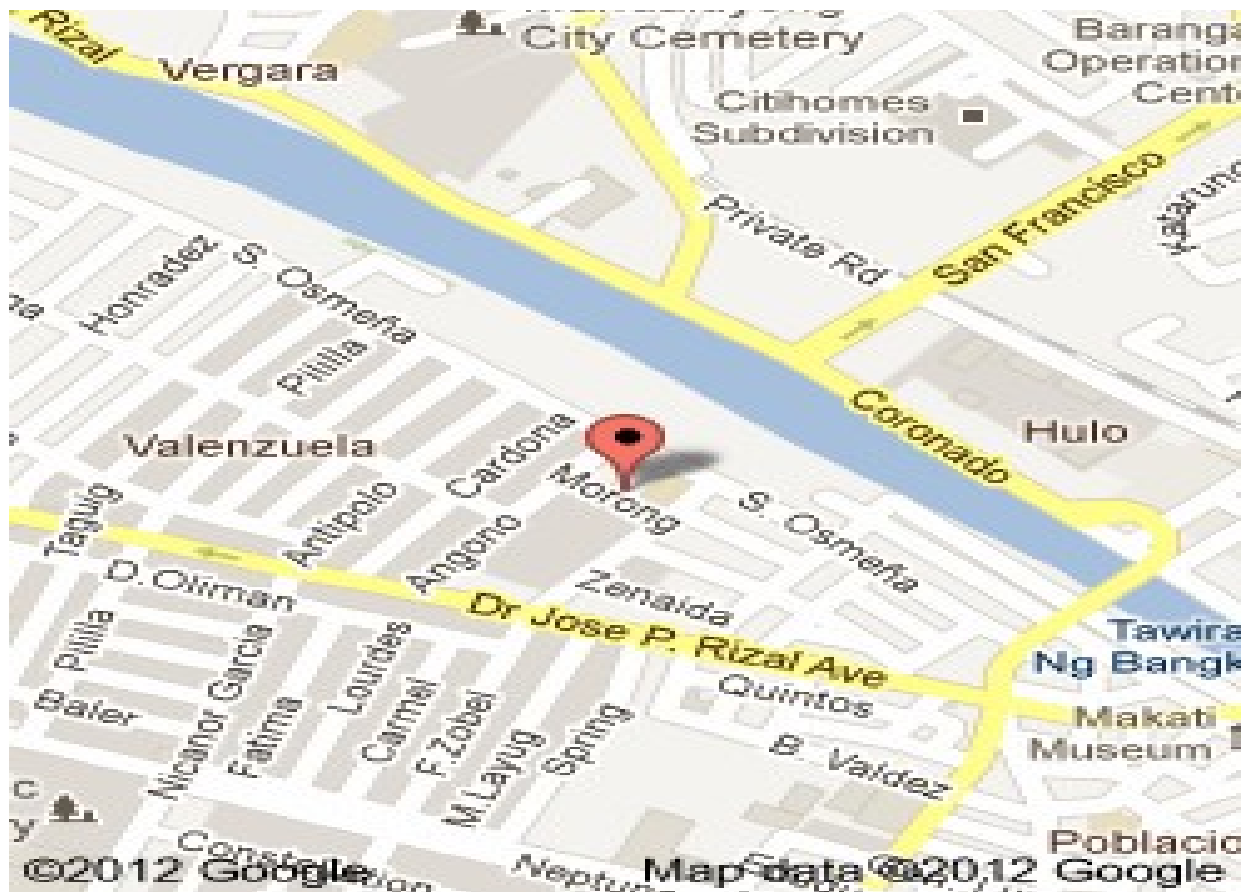
This study, utilized descriptive method because it will help to identify and describe the existing antecedents of teacher empowerment in a public secondary school. It used the validated questionnaire developed by Roman (2001). The questionnaire consists of two dimensions; which are individual empowerment dimension and institutional

empowerment dimension. The individual empowerment dimension consists of three components like knowledge, value and action. The institutional empowerment dimension consists of seven components which are; clarity of purpose, attitude and behavior, recognition, fairness, communication, management in the workplace and participation.

Respondents of the Study

The respondents of this study were teachers in a public secondary school in Makati. One hundred eight (90%) faculty members accomplished the survey instrument. Twenty were disregarded due to incomplete data. A total of one hundred (83%) were considered in the study.

Figure 2 shows the geographical setting of the school.



The geographical setting of GPDPNHS
Figure 2

Gen. Pio Del Pilar National High School had 120 faculty members. Since only one school was chosen, a minimum of 50% was considered as the ideal population. With 83% of participants from the institution, the size of the population was within a comfortable level of acceptability. There was a good representation of the faculty members across departments, academic ranks, and years of service, position and educational level.

Table 1 shows the distribution of the respondent according to subject areas. The table shows that the respondents of the study consisted of 100 faculty members from the different subject areas within the institution for school year 2012-2013.

Table 1
Distribution of the Respondents According to Subject Areas

Department	Number of Teacher	Percentage
English	15	15%
Filipino	15	15%
Mathematics	15	15%
Science	15	15%
Araling Panlipunan	12	12%
T.L.E	12	12%
MAPEH	8	8%
Values	8	8%
Total	100	100%

Research Instruments

The following research instrument was utilized in this study.

Teacher Empowerment Survey/Scale

The validated questionnaire of Roman (2001) was used in this study to measure the level of teacher empowerment. The questionnaire has three parts. The first part is the personal data which consist of six items like the name, area of specialization, years of

academic experience, educational level, position or title and department. Part two is the survey on institutional empowerment climate. It consists of seven components with total items of seventy six items. In clarity of purpose, it has nine items, attitude and behavior has seventeen items, fairness has seven items, recognition has five items, communication has eleven items, management in the work place has fifteen items and participation has twelve items. Part three is the survey on individual empowerment. It has three dimensions namely knowledge, value and action. The knowledge dimension has five items, value dimension has twelve and value dimension has eight items.

The questionnaire had evaluation-description using four scales to classify the evaluation level, namely: 4 for very strongly felt/ very satisfactory, 3 for strongly felt/ satisfactory, 2 for somewhat felt/ somewhat unsatisfied, and 1 for not felt/ not satisfied. Each item in the questionnaire was designed to identify and measure the level of teacher empowerment in a public secondary school.

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

Table 2
Distribution of Items in Questionnaire by Subtopics

Subtopics	Number of items
I. Teacher's Personal Profile	6
II. Institutional Empowerment Climate	
A. Clarity of Purpose	9
B. Attitude and Behavior	17
C. Fairness	7
D. Recognition	5
E. Communication	11
F. Management in the Work Place	15
G. Participation	12
III. Individual Empowerment Climate	
A. Knowledge	5

B. Value	12
C. Action	8
Total	107

As shown in the table, there were six questions for the personal profile of the teachers, seventy six questions on institutional dimension, and twenty five questions on individual empowerment. The empowerment levels were measured in terms of institutional and individual empowerment climate.

Data Gathering Procedure

The study followed two stages, namely, 1) preparation stage and 2) the administration stage. The procedures on each stage were presented as follows.

Preparation Stage

A letter of permission was prepared and given to the adviser for suggestions and signing. After that the letter was signed, it was handed out personally to the Schools Division Superintendent. After the Superintendent signed the letter, it was presented to the principal of the target institution with another letter to conduct the study within the institution.

Administration Stage

After the permission was granted, the questionnaire was distributed to the target respondent. The researcher sought the help of the coordinators of the different subject areas for the proper distribution of questionnaires. Attached to the questionnaire was a letter of request for the respondent. The researcher requested them to retrieve the

questionnaires as soon as possible. The researcher personally collected and filled the questionnaires to secure them.

Data Analysis Procedure

All the data were carefully checked as to the correctness of statements and figures. Items were given specific labels or code and organized for encoding including quantitative data.

The **means** and the **standard deviations** were used to describe the level of teacher empowerment both in the individual and institutional dimensions.

The **One-way analysis of variance** was used to determine if there is a significant difference among the levels of teacher empowerment when the respondents are grouped according years of service and educational attainment.

The **t-test of independent samples** was used to determine if there is significant difference between the levels of teacher empowerment when the respondents are grouped according to position.

The **stepwise regression analysis** was utilized to determine the predictors of teacher empowerment.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyses, and interprets the data gathered for the purpose of this study. The teachers' empowerment level and the factors that affect their Empowerment were analyzed to qualitatively and quantitatively.

To systematize the discussion of the problems in the study, they are chronologically presented below, with the corresponding answers.

Problem 1: What is the level of individual empowerment of teachers in terms of the following?

- 1.1. knowledge,**
- 1.2. value, and**
- 1.3. action**

Table 3 shows the computed mean score for Knowledge Dimension. Item 4 got the highest mean score while item 1 received the lowest mean score. It reveals that the teachers are aware of their rights and fight for these if needed.

It reveals that the teachers are empowered in the institution because of their awareness and exercise of their rights. Moreover, as the definition of empowerment by Daft (2000), means giving employee the power, freedom knowledge and skill to make decisions and perform effectively. In addition, according Maeroff as cited in the work of Romanish (1993) that increasing the knowledge and ability of the teachers will increase

Table 3
Level of Teachers Individual Empowerment on Knowledge

Knowledge Indicators	Mean Score	Verbal Description	Rank
1. I am aware of my job responsibilities in the academe	3.01	Strongly felt	5
2. I have full and direct access on matters concerning my welfare and interest	3.14	Strongly felt	4
3. Knowledge of my strength and weakness allow me to do what I do.	3.31	Strongly felt	3
4. I am aware of my rights and I fight for these if needed	3.68	Very Strongly felt	1
5. I have full access on matters concerning my institution.	3.61	Very Strongly felt	2
Total	3.35	Strongly felt	

their power. This is also supported by the comment of one of the teachers in Filipino Department,

“I am empowered if all my rights are respected by my superiors and peers. My rights give me the power to do my task and duties so, I can perform without thinking of what others will say”.

Table 4 shows the computed mean score on value dimension.

Item 12 got the highest mean score while item 4 got the lowest mean score. It indicates that the teachers willing to accept their shortcoming or mistakes and they are willing to be corrected if necessary. On the hand, teachers' morale is affected by low recognition to their achievements and contributions in the institution. This results can be banked on in the concept paper of Guevarra in Educators Forum (2001) that teachers are deprived the opportunity to participate in decision-making and dissatisfied with some policies and programs of school managers at different levels thus, teachers lose their self-esteem and enthusiasm to their role the best they can.

Table 4
Level of Teachers' Individual Empowerment on Value

Value Indicators	Mean Score	Verbal Description	Rank
1. I take responsibility for my work	3.1	Strongly felt	5
2. I have free and complete access to political and economic resources provided by the institution.	2.98	Strongly felt	7
3. I am respected as a person such that I can influence others to make a change	2.99	Strongly felt	6
4. My achievements/contributions are rewarded appropriately	2.69	Strongly felt	12
5. I can free myself from unnecessary or unrelated tasks.	2.91	Strongly felt	9
6. I am satisfied with my salary and other finical benefits.	2.97	Strongly felt	8
7. I can express my ideas/feelings to anyone freely and directly	2.77	Strongly felt	11
8. I believe in my ability to learn and carry on my assigned tasks.	3.55	Very strongly felt	2
9. I can work harmoniously with anyone in the organization.	3.17	Strongly felt	4
10. I can find ways to fulfil my work obligation despite existing constraints.	3.36	Strongly felt	3
11. I accept my mistakes/faults and rectify them the	3.63	Very strongly felt	1

best I can			
12. I find fulfilment in the work I do in the institution	2.82	Strongly felt	10
Total	3.08	Strongly felt	

Table 5 shows the computed means on the action dimension. It indicates that the teachers find time to relax and socialise and at the same time, discovering new things regarding the improvements of their craft. It reveals that the teachers are empowered in doing things that benefited their social and individual concern. On the other hand, the respondents give low score to indicator 6. This reveals that the teachers are not consulted or involved on matters regarding the institution. It shows that the ordinary teachers are not part of the planning programs in the school. Proof of this is the making of SIP which the top and middle managers do the outlining of the plan.

On the other hand, as quoted by Lagana (1997) in the work of Soriano (2004) that a school should become more effective place for learning when teachers are allowed to learn and grow on their jobs-share experiences, insights, and suggestions in the decision process, to try new approaches and custom fit what they believe is needed by students, to work together in solving challenging problems, and make them accountable of the schools improved instruction.

Table 5
Level of Teachers' Individual Empowerment on Action

Action Indicators	Mean Score	Verbal Description	Rank
1. I exercise control over my work	3.79	Very Strongly felt	3
2. I am consulted/involved on matters affecting my welfare	3.5	Strongly felt	6
3. I am provided with all needed support to enable me to function effectively and	3.68	Very Strongly felt	4

comfortably.			
4. I like to initiate ideas/ projects which I feel relevant to institution goals	3.49	Strongly felt	7
5. My opinion s/suggestions are acknowledged/considered.	2.6	Somewhat felt	5
6. I am consulted/involved on matters concerning the institution	2.4	Somewhat felt	8
7. I can make time to try and discover new ideas/things.	3.9	Very strongly felt	1.5
8. I can find time to relax and socialize.	3.9	Very Strongly felt	1.5
Total	3.41	Strongly felt	

Moreover, Hampton (1990) as cited by Soriano (2004) pointed out that bringing the teachers into a closer contact with one another is the key to moving them closer to empowerment. The more teachers are allowed to deal with one another the more teachers are likely to build trust and respect to one another.

Based on the total mean score of the teachers in the Individual Empowerment Climate, all indicators fall into satisfactory level in the 4.0 scale. This means that the above indicators are important antecedents of empowerment among teachers in a selected public secondary school.

Problem 2: Are there significant differences in the level of individual empowerment among respondents when grouped according to?

2.1. years of service,

2.2. educational attainment, and

2.3. position

Table 6 shows the result of the One-way ANOVA for the comparison of the level of individual empowerment dimension when group according to years of experience. Based on the tabulated result, there is no significant difference found between groups

based on experience for the faculty members at $p \leq .05$ level of significance. This means that the length of service is not regarded as related factor to knowledge, value, and action dimensions of teacher empowerment. Moreover, experience is not a guarantee of how a teacher is empowered in the institution. Though it can be a measure of seniority or the first in basis but still the level of commitment and participation is the main concern.

Table 6
ONE WAY ANOVA for the Comparison of the Level of Individual Empowerment Dimension when the respondents are grouped according to Years of Service

Item	Sum of squares	df	Mean squares	F	P - value	V.I
Knowledge Between Groups	1.21	3	.40	.181	.909	NS
Within Groups	214.50	96	2.23			
Total	215.71	99				
Value Between Groups	169.69	3	56.56	2.22	.091	NS
Within Groups	2449.95	96	25.52			
Total	2619.64	99				
Action Between Groups	24.41	3	8.14	1.31	.276	NS
Within Groups	597.30	96	6.22			
Total	621.71	99				

NS = Not significant ($p > 0.05$)

S= Significant at .05 level of significance ($p < 0.05$)

According to Roman (2001), empowerment is about participation and involvement. No participation, no empowerment. In addition, seniority is resented when an incompetent individual uses it as an excuse to ignore his responsibilities, resists change and refuses to upgrade one's skills.

Table 7 shows the one-way ANOVA for the comparison of the level of individual empowerment dimension when group according to educational attainment.

The results did not show any significant difference between groups based on educational attainment for the faculty members. It means that educational attainment had no influence on knowledge, value and action dimension as an antecedent of individual empowerment.

Table 7
ONE WAY ANOVA for the Comparison of the Level of Individual Empowerment Dimension when the respondents are grouped according to Educational Attainment

Item	Sum of squares	df	Mean squares	F	P-value	V.I
Knowledge Between Groups	1.75	2	.87	.40	.674	NS
Within Groups	213.96	97	2.21			
Total	215.71	99				
Value Between Groups	35.92	2	17.96	.67	.512	NS
Within Groups	2583.72	97	26.64			
Total	2619.64	99				
Action Between Groups	9.16	2	4.58	.73	.487	NS
Within Groups	612.55	97	6.32			
Total	621.71	99				

NS = Not significant ($p > 0.05$)

S= Significant at .05 level of significance ($p < 0.05$)

The table 8 shows the T-test for the comparison of individual empowerment dimension when respondents grouped according to position.

It is evident from the table that the individual empowerment dimension of the respondents when group according to position shows no significant difference between the coordinators and the faculty members in terms of knowledge, value and action. This implies that position is not considered as antecedents of individual empowerment.

Table 8

**Results of T-test for the Comparison of Level of Individual Empowerment Dimension
when the respondents are grouped according to position**

Dimension s	Mean	Mean	Mean difference	df	t-value		V.I
	Coordinator/ Head	Faculty			Compu - ted	Criti- cal	
Knowledge	3.35	3.36	0.01	98	.067	1.645	N.S
Value	3.09	2.99	0.1	98	.672	1.645	N.S
Action	3.40	3.5	0.1	98	.971	1.645	N.S
Total	3.28	3.283	0.03	98			

Significant at 0.05 level of significance (computed>critical)

**Problem 3: What is the level of institutional empowerment of teacher in term of
the following components?**

- III.1 clarity of purpose,**
- III.2 attitude and behavior,**
- III.3 recognition,**
- III.4 fairness,**
- III.5 communication,**
- III.6 management in the workplace, and**
- III.7 participation**

Table 9 presents the level of teachers' institutional empowerment on clarity of purpose.

It shows in the table that all indicators under Clarity of Purpose are strongly felt by the faculty members in the institution.

**Table 9
Level of Teachers' Institutional Empowerment on Clarity of Purpose**

Components	Mean Score	Description	Rank
1. Mission and vision are known and understood.	3.42	Strongly felt	2.5
2. Program objectives are clear	3.42	Strongly felt	2.5

3. Roles and functions of faculty and heads are specific.	3.47	Strongly felt	1
4. Tasks and responsibilities are organized.	3.10	Strongly felt	8
5. Systems and procedures are adequate.	3.07	Strongly felt	9
6. Systems and procedures are properly implemented.	3.28	Strongly felt	7
7. Policies are consistent with organizational values.	3.32	Strongly felt	5
8. Relationships between structural units are well defined.	3.41	Strongly felt	4
9. Activities are well coordinated	3.29	Strongly felt	6
Total	3.31	Strongly felt	

It reveals that the teachers are well oriented in the purpose of the institution thus; knowledge on the mission and vision gives power to the faculty members to do their duties and responsibilities. Moreover, roles and positions are clear to the members so, everyone is aware of their specific duties to perform in the organization.

Table 10 presents the level of teachers' institutional empowerment on attitude and behavior.

The faculty members give indicator 15 the highest mean score which means that they are willing to do their work beyond their scheduled time of work. It reveals that the faculty members are giving importance to the sworn statement under oath which is willingness to render service in case of exigency of work. In additional, it reveals that the faculty members have high regards to work commitment.

On the other hand, the faculty members the lowest score to indicator 10. This means that they have low interest in discovering new thing pertaining to their craft. Similarly, the institution or management has low mechanism of encouraging faculty members to explore and discover new things to further improve their teaching prowess.

According to one of the seasoned teachers in Science Department,

“Give change to others, let the new breed of educators experience and explore the world of teaching anyways, we’re through with those trainings etc...”

Moreover, the administration has low support regarding teachers' professional development"

In this aspect, faculty members has high morale or values regarding their chosen craft, they can extend their precious time just to serve the needs of their students but these qualities will turn into passiveness and then non-participation to the organization. Thus, extrinsic motivation must be employed to eliminate the flame of inactiveness in the institution and strengthen their individual power through discovering new things that can contribute to the betterment of everybody.

Table 10
Level of Teachers' Institutional Empowerment on Attitude and Behavior

Components	Mean Score	Description	Rank
Mutual trust among members of the academe.	3.27	Strongly felt	4
Respect for person as human and unique individual.	3.19	Strongly felt	7.5
Consideration for differences in lifestyle, values and culture.	3.30	Strongly felt	3
Ability to work with minimum direction/supervision.	3.22	Strongly felt	5
Ability to work harmoniously with others.	3.12	Strongly felt	13.5
Positive attitude towards change and its consequences.	3.34	Strongly felt	2
Commitment to the group/institution.	3.20	Strongly felt	6
Academic competence.	3.06	Strongly felt	15
Self-confidence among members of the academe.	3.18	Strongly felt	9
Initiative to discover new ways/ideas/things.	2.83	Strongly felt	17
Pride for the profession.	3.14	Strongly felt	11
Pride for the institution.	3.19	Strongly felt	7.5
Readiness to accept mistakes/fault.	3.13	Strongly felt	12
Ability to manage pressures/stress.	3.04	Strongly felt	16
Willingness to work beyond time and/or beyond regular work.	3.63	Very strongly felt	1
Willingness to help others with problems in their work.	3.15	Strongly felt	10
Willingness to help others with their personal problems.	3.12	Strongly felt	13.5
Total	3.18	Strongly felt	

This agrees to the concept of empowerment according to Roman (2001) that a person who enjoys his stay in the organization and is eager to contribute to the welfare of the organization.

Table 11 presents the level of teachers' institutional empowerment on fairness.

It shows that the faculty members give the highest mean score to indicator 7. This means that they received equal teaching tools, equipment, or materials. In the locality which the school situated, teaching and learning materials are provided by the local government. The materials, equipment, or tools are usually given quarterly. Thus the faculty members are unanimously agree on this matter.

On the other hand, indicator 1 receives the lowest mean score from the respondents. This means, that result of assessment of performance is somewhat felt by the faculty members in the institution. It reveals that performance is not assesses properly based on the criteria prescribed. This resulted to low performance and low level of trust to administration. The evaluation is sometimes based on kinship or relatedness of the ratee to the one who is being evaluated thus it affects the real result of job evaluation. This situation is affirmed by one of the teachers in MAPEH department,

“Performance was not evaluated based on criteria, but based on how you are close to the administration. Well, it’s their time so, we can’t do something unless we will go with the flow”.

On this matter, teachers will be more productive if their performance is evaluated objectively regardless of the relationship exists between the evaluator and the one being evaluated. It creates a constructive and professional relationship that aims to further develop one’s skills and abilities. As a result, teachers will become empower on things concerning his/her professional growth and perform the task based on the standard followed by many institutions.

Table 11
Level of Teachers’ Institutional Empowerment on Fairness

Components	Mean Score	Description	Rank
1. Job performance is assessed objectively.	1.96	Somewhat felt	7
2. Rewards are based on merits.	2.41	Somewhat felt	6
3. Works/loads are based on ability not personality.	2.42	Somewhat felt	5
4. Individual effort is rewarded appropriately.	2.59	Strongly felt	3
5. Punishment/disciplinary action is appropriate.	2.85	Strongly felt	2
6. Giving of privileges is fair.	2.43	Somewhat felt	4
7. Criteria for assigning facilities and equipment are fair.	3.14	Strongly felt	1
Total	2.54	Somewhat felt	

In table 12 presents the level of teachers' institutional empowerment on recognition.

The table shows that the faculty members give the highest mean score to indicator 5. This means that the teachers felt that they are recognized when they participated to any activities or programs in and outside the institution. The support is usually through funds of the recognized organization in the institution.

It reveals that empowered teachers are those supported by the leaders and the whole organization in all activities to be undertaken.

In this aspect, support (financial or moral) is one of the biggest factors for an individual to excel in his/her performance. In that sense, a person is able to push himself to the limit and make this as his/her driving force to bring honor not only to his name but the whole organization that trusted him whole heartedly. Thus, empowerment is all about recognizing one's need and wants.

Table 12
Level of Teachers' Institutional Empowerment on Recognition

Components	Mean Score	Description	Rank
1. Individual achievement is recognized.	2.37	Somewhat felt	5

2. Individual competence is rewarded.	2.70	Strongly felt	3.5
3. Creativity and innovations are acknowledged.	2.86	Strongly felt	2
4. Opinions/suggestion is considered.	2.70	Strongly felt	3.5
5. Participations/support on activities is recognized.	3.27	Strongly felt	1
Total	2.78	Strongly felt	

According to Balman and Deal (1992) as cited by Soriano (2004) posited that organization works best when teacher's needs are met ample opportunities are provided for participation and shared decision-making. Furthermore, they pointed out that no matter how strong the principal may be, he/she can be helpless under conditions where teachers lack of support and trust, suspicion, indecisiveness and insecurity in the workplace is the rule rather than expectation.

Table 13 presents the level of teachers' institutional empowerment on communication.

Table 13
Level of Teachers' Institutional Empowerment on Communication

Components	Mean Score	Description	Rank
1. There is regular information on what's going on in the institution.	2.85	Strongly felt	10
2. The person is informed on a matter that concerns/interest him.	3.18	Strongly felt	5
3. Group/institutional expectations are made known to everyone.	3.05	Strongly felt	7.5
4. Feelings and ideas are expressed freely and directly without fear.	3.33	Strongly felt	2
5. Communication is clear.	3.05	Strongly felt	7.5

6. There is consultation on matters affecting the group/institution.	3.45	Strongly felt	1
7. Communication channels to all levels are open.	3.28	Strongly felt	3
8. Feedback mechanism is efficient.	3.16	Strongly felt	6
9. Feedback mechanism is authentic.	3.24	Strongly felt	4
10. Everyone in all levels is open to suggestions on how to improve own performance.	2.97	Strongly felt	9
11. Information on general welfare/concern is accessible to all.	2.70	Strongly felt	11
Total	3.11	Strongly felt	

It shows that the respondents give the highest mean score to indicator 6 which is, there is consultation on matters affecting the group/institution. It reveals that teachers are satisfied because they are included in the consultation regarding the institution. However, during consultation, questions and other important issues concerning teacher's welfare is sometimes ignored or not directly answered by the top managers.

In this aspect, communication is perceived to be a significant factor in creating good environment in the institution. Furthermore, teachers can express their sentiments and ideas concerning their welfare and to the whole organization. Consequently, it empowers teachers to become proactive in the institution. In the works of Soriano (2004) confirming the value of communication with empowerment as she revealed that effective schools are places where empowered teachers participates, moreover, she also stressed that whenever teachers meet with greater frequency with greater number and diversity in groups, these serve as potential avenues for communication. It is a fact therefore that good communication among teachers breeds power.

Table 14 presents the mean scores of Institutional Empowerment under the component of Management in the Workplace. It shows in the table that the faculty members give the highest mean score to indicator 12 which is, objectivity is practiced in

decision and action. It reveals that, in terms of decision-making, the administrators' follow the memorandum of DepEd. All activities or program is anchored on the centralized decision body. On the other hand, indicator 14 which is, accountability/responsibility is assumed, got the lowest mean score.

It reveals that accountability is somewhat felt by the teachers in the organization. The level of concern for the teachers by the administration is low. For the teachers, leaders or administration should have motherly or fatherly approach since they belong to one group, they were perceived as parent who can defend or protect them in case of uncertainties.

In this aspect, teachers look up the leaders to be the source of strength and power in the institution. They should be the one to give inspirations; encouragement and motivation for those who have weakened by overloaded work, environment, and personal problems. Managers should be willing to stand up for the welfare of the group or institution. Show no weak personality instead, optimism and enthusiasm should be foster.

In this aspect, teachers look up the leaders to be the source of strength and power in the institution. They should be the one to give inspirations; encouragement and motivation for those who have weakened by overloaded work, environment, and personal problems. Managers should be willing to stand up for the welfare of the group or institution. Show no weak personality instead, optimism and enthusiasm should be foster.

Table 14
Level of Teachers' Institutional Empowerment on Management in the Workplace

Components	Mean Rating	Description	Rank
The management is open to change.	2.66	Strongly felt	13
Activities are negotiated not structured.	2.99	Strongly felt	8
Opportunity for economic advancement is provided.	2.94	Strongly felt	11.5
Opportunity for economic advancement is provided.	3.03	Strongly felt	6
Activities are collaborative/ participative.	2.66	Strongly felt	13.5
There is readiness to offer solution to problem.	3.21	Strongly felt	2
People are accessible regardless of rank/status.	3.19	Strongly felt	3.5
Opportunity to create/innovative is encouraged and/or provided.	2.98	Strongly felt	9.5
Local culture is considered in setting goals/policies.	2.94	Strongly felt	11.5
Opportunity for personal development is provided.	3.06	Strongly felt	6
There is transparency.	3.19	Strongly felt	3.5
Objectivity is practiced in decisions and action.	3.25	Strongly felt	1
The focus is on rectifying mistakes and weakness not in blaming who is at fault.	3.06	Strongly felt	6
Accountability/responsibility is assumed.	3.06	Strongly felt	15
Change is managed well.	2.48	Somewhat felt	9.5
Total	2.98	Strongly felt	

Table 15 presents the level of teachers' institutional empowerment on participation.

Table 15
Level of Teachers' Institutional Empowerment on Participation

Components	Mean Score	Description	Rank
1. Policy making	2.63	Strongly felt	12
2. Curriculum planning	2.90	Strongly felt	5.5
3. Planning institutional goals and programs	2.72	Strongly felt	10.5
4. Enhancement of academic services to students.	2.90	Strongly felt	5.5
5. Determining teaching loads/academic people to work on them.	3.01	Strongly felt	1
6. Hiring of faculty.	2.72	Strongly felt	10.5
7. Selecting academic managers.	2.94	Strongly felt	3
8. Faculty evaluation, promotion, rewards and other benefits	2.96	Strongly felt	2
9. Punishment/disciplinary action.	2.91	Strongly felt	4
10. Budgeting	2.76	Strongly felt	9
11. Improvement of administrative services as academic support system.	2.86	Strongly felt	7
12. Improvement of physical facilities.	2.81	Strongly felt	8
Total	2.84	Strongly felt	

The table shows that the respondents give the highest mean score to indicator 5 which is, determining teaching load/ academic and people to work on them. It reveals that the teachers have strongly felt their participation in terms of assigning teaching load. They are consulted and allowed to make changes base on their comfortability on schedules. Thus, their opinion is powerful and their ideas are considered.

On the other hand, the respondents give low mean score to indicator 1, which is policy making. Though all indicators fall under strongly felt level, it can be interpreted that making policies are duties and responsibilities of the managers not the faculty members. But in making policies, teachers' and students' welfare is the utmost consideration. Consequently, in this area, participation of the teachers' is limited.

Table 16 presents the summary of the mean scores of the institutional empowerment components.

Table 16
Summary of Mean Scores of Institutional Empowerment Components

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

The over-all mean rating on institutional empowerment climate component was 2.86 for the institution. All mean ratings fall within Level 3, the Satisfactory Level which indicates that the conditions that nurture empowerment in the institution were present and were strongly felt/ satisfactory.

The group give the highest mean score to component A – Clarity of Purpose with a mean score of 3.31 which fall under strongly felt/ satisfactory level. This indicates that the purpose of the institution is clear enough for the faculty members.

On the other hand, the lowest mean score went to Component C- Fairness and Component D – Recognition ranked seventh and eighth. Component C- Fairness obtained a mean score of 2.54 and component D- Recognition obtained 2.78 which fall under Somewhat felt/ somewhat unsatisfactory this indicates that the empowerment level of the faculty members are affected by Fairness and Recognition in the institution .

In many organizations both private and public, favouritism or nepotism is one of the hindrances towards attaining and realizing the goal, mission, and vision of the institution. Despite of possessing the qualification for the task or job, a certain person or group that is somewhat connected personally or even a family members is usually chosen by authorities to fill in the job or appoint them to do the task. One reason behind it is the issue of trust and the level of respect among colleagues. And in that sense as a result, some or most of the members in the group or institution suddenly experience a dismay or frustration. Thus, giving equal treatment and objectivity among members of the institution should be the consideration in appointing and giving task to perform.

Moreover, people yearn to participate not just for financial gain or recognition. When a person treated well in an organization, the passion and interest will further ignite thus, he/she is more willing to give his full energy towards attaining the organizational goal or institutional vision and mission.

Based on the overall mean scores of the different components in the Institutional Empowerment Climate, all fall into “Strongly Felt” level. This means that majority of the

components' indicators are essential to teachers' empowerment thus; those are important antecedents of empowerment in the institution.

Problem 4: Are there significant difference in the level of the institutional empowerment of teachers when they are grouped according to the following variables?

4.1 experience,

4.2. educational attainment, and

4.3. position

Table 17 presents the one-way ANOVA for the comparison of the level of institutional empowerment dimension when the respondents are grouped according to years of service.

Table 17
ONE WAY ANOVA for the Comparison of the Level of Institutional Empowerment Dimension when the respondents are grouped according to Years of Service

Components	Scope	Sum of squares	df	Mean square	F	P-Value	V.I.
Clarity	Between	151.25	3	50.42	9.87	.000	S
	Within	490.31	96	5.11			
	Total	641.56	99				
Attitude	Between	437.96	3	145.99	2.96	.036	S
	Within	4740.55	96	49.39			
	Total	5178.51	99				
Fairness	Between	18.52	3	6.17	.75	.526	NS
	Within	791.48	96	8.25			
	Total	810.00	99				
Recognition	Between	17.65	3	5.88	3.19	.027	S
	Within	177.35	96	1.85			
	Total	195.00	99				
Communication	Between	72.24	3	24.08	3.11	.030	S
	Within	742.35	96	7.73			
	Total	814.59	99				
Management	Between	164.7000	3	54.900	7.424	.000	S
	Within	709.890	96	7.395			
	Total	874.590	99				
Participation	Between	220.632	3	73.544	8.883	.000	S
	Within	794.758	96	8.279			
	Total	1015.390	99				

NS = Not significant ($p > 0.05$)

S= Significant at .05 level of significance ($p < 0.05$)

The table shows that there is significant difference on the level of institutional empowerment of the respondent like clarity, attitude and behavior, recognition, communication, management, and participation when they are grouped according to experience. This means that respondents give high regard to those teachers who has been teaching for long period of time. Moreover, the more years of service in the field mean the empowered the teacher in the institution. The statement is corroborated by the study of Roman (2001).

On table 18 shows the one-way ANOVA for the comparison of institutional empowerment dimension when respondents grouped according to educational attainment.

The table shows that there is significant difference on clarity of purpose, communication, management in the workplace and participation of teacher empowerment on institutional dimension when the respondents are grouped according to educational attainment. The rest of the institutional empowerment dimensions are not significantly different which implies that educational attainment did not affect the teacher empowerment in the school.

Table 19 presents the result of the t-test for the comparison of level of institutional empowerment dimension when the respondents are grouped according to position.

The table shows that there is significant difference on the attitude, communication and participation of the institutional empowerment dimension of the respondents when they are grouped according to position. While clarity, fairness, and management as

other aspects of intuitional empowerment are not significantly different to teachers' empowerment in the school.

Table 18
ONE WAY ANOVA for the Comparison of the Level of Institutional Empowerment
Dimension when the respondents are grouped according to Educational Attainment

Components	Scope	Sum of squares	df	Mean square	F	P-value	V.I
Clarity	Between	110.118	2	55.059	10.05	.000	S
	Within	531.442	97	5.479			
	Total	641.560	99				
Attitude	Between	161.765	2	80.882	1.56	.215	NS
	Within	5016.745	97	51.719			
	Total	5178.510	99				
Fairness	Between	5.645	2	2.823	.34	.712	NS
	Within	804.355	97	8.292			
	Total	810.00	99				
Recognition	Between	7.774	2	3.887	2.01	.139	NS
	Within	187.226	97	1.930			
	Total	195.000	99				
Communication	Between	55.411	2	27.705	3.54	.033	S
	Within	759.179	97	7.827			
	Total	814.590	99				
Management	Between	86.354	2	43.177	5.31	.006	S
	Within	788.236	97	8.126			
	Total	874.590	99				
Participation	Between	63.096	2	31.548	3.21	.045	S
	Within	952.294	97	9.817			
	Total	1015.390	99				

NS = Not significant ($p > 0.05$)

S= Significant at .05 level of significance ($p < 0.05$)

Attitude can be considered as antecedent of teacher empowerment in relation to position because the hierarchy in the institution is a basis for personal and professional relationship. The higher position in the institution, the higher regards to be given. Another is communication. It can be considered as antecedent of teacher empowerment because communication affirms the role of one another in the institution by sharing ideas, insights, and opinions regarding the welfare of the group.

Table 19
Results of T-Test for the Comparison of Level of Institutional Empowerment Dimension
when the respondents are grouped according to Position

Dimensions	Mean	Mean	Mean difference	df	t-value		V.I
	Coordinator/ Head	Faculty			Compu- ted	Criti- cal	
Clarity	3.21	3.3	0.09	98	.942	1.645	NS
Attitude	2.89	3.14	0.25	98	1.804	1.645	S
Fairness	2.39	2.56	0.17	98	1.286	1.645	NS
Recognition	2.86	2.77	0.09	98	.950	1.645	NS
Communication	3.00	3.09	0.09	98	1.993	1.645	S
Management	3.04	2.99	0.05	98	1.248	1.645	NS
Participation	3.26	2.84	0.42	98	1.778	1.645	S

Significant at 0.05 level of significance (computed>critical)

Moreover, transparency among members in the institution regardless of position will create a better working relationship thus; a regular teacher feels they are part of the institution and lastly, participation in connection to position. Involving every member of the institution in planning, monitoring and implementing projects will resulted to greater participation in the future. In such way teachers feel that they are important in the whole development of the institution.

Problem 5: What factors significantly influence the level of teacher empowerment in term of the following?

- 5.1. individual empowerment, and**
- 5.2. institutional empowerment**

The Step-Wise regression Model was used to determine the predictors of Action, among the empowerment components. Action, the third Empowerment dimension was used as the criterion variable. The independent or predictor variables were the Institutional Empowerment Climate components namely Clarity, Attitude, Recognition, Fairness, Communication, Management and the Individual Empowerment dimensions Knowledge and Value.

Two variables are presented to show the findings. The first one is the Regression Models for Predicting Action. The second table was the Summary of Analysis of Variance for testing the significance of the obtained multiple coefficient (R).

Table 20 shows that for the linear regression analysis for predicting individual empowerment.

The table shows that years of service, educational attainment are not predicting factors of teachers' individual empowerment.

Table 20
Linear Regression Analysis for Predicting Teachers' Individual Empowerment

Predictors	Beta Coefficient	T-value	P-value	Interpretation
Constant	.316	3.300	.001	
Years of service	.312	.181	.909	NS
Educational attainment	.331	.091	.931	NS
Position	.209	.276	.782	NS

S= Significant
NS= Not Significant

Table 21 presents the linear regression analysis for predicting teachers' institutional empowerment.

Table 21
Linear Regression Analysis for Predicting Teachers' Institutional Empowerment

Predictors	Beta Coefficient	T-value	P-value	Interpretation
Constant	.316	3.30	.091	
Years of service	.316	.100	1.65	S
Educational attainment	.386	.149	1.65	S
Position	.444	.197	1.65	S

S= Significant

NS= Not Significant

The table reveals that years of service, educational attainment and position are considered predictors of teachers' institutional empowerment. Moreover, the components which are factors of teachers' institutional empowerment are clarity of purpose, attitude, recognition, communication, management in the workplace, and participation.

To sum it up, teachers individual empowerment are felt by the teachers in the institution. However, teachers' institutional empowerment is something to be felt by the members of the institution. One thing that an individual will feel institutional empowerment is through leadership. Leadership does not mean manipulating people with power and authority but rather making them follow with respect and enthusiasm. A leader may not be highly intelligent. What matters most is the right attitude towards work and the people around him. Thus, the leader must possess **PRAISE**. **P**ray before starting your routine. **R**espect people. **A**ppreciation to everyone. **I**ndustry- show love for work. **S**incerity in all you do, your thoughts and words and **E**quality-deal with people

without discrimination. In that note, level of participation will increase if the above mention antecedents of empowerment are felt in the institution.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, the findings, the conclusions based on the findings and the recommendations.

Summary

This study was conducted to identify and describe the antecedents of teacher empowerment in a public secondary school in terms of individual and institutional empowerment. Individual empowerment consists of three components such as knowledge, value and action. Institutional empowerment consists of clarity of purpose, attitude and behavior, fairness, recognition, communication, management in the workplace and participation.

This study utilized the descriptive survey research design which involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. It utilized validated questionnaire developed by Roman (2001). The questionnaire consists of two dimensions which are individual and institutional empowerment dimension. Individual empowerment consists of three components which include knowledge, value and action. On the other hand, institutional empowerment consists of seven components which are clarity of purpose, attitude and behavior, recognition, fairness, communication, management in the workplace and participation.

Moreover, the gathered data were tested using the mean and standard deviation, to describe the level of teacher empowerment both individual and institutional dimensions. The One way ANOVA, was used to determine if there is significant difference among the levels of teacher empowerment when the respondents are grouped according to years of service, and educational attainment. T-test was also used to determine if there is significant difference between the level of empowerment when the respondents are grouped according to position, and lastly the stepwise regression analysis, to determine the predictors of teacher empowerment.

Findings

Based on the data gathered, the following findings are hereby summarized:

1. The teachers' level of individual empowerment in terms of knowledge, value and action is strongly felt by faculty members. Awareness of their rights and responsibility makes them empowered. They are also empowered in doing things that benefited their social and personal concern. However, their value is affected by low recognition of their works and contributions in the institution.
2. There is no significant difference on the level of individual empowerment dimension when the respondents are grouped according to years of service, educational attainment and position. The teachers with 11-15 years of teaching experience are knowledgeable while teachers with 1-5 years of experience are value and action driven.
3. The level of teacher in the institutional dimensions in terms of clarity, attitude and behavior, recognition, communication, management in the workplace and

participation are strongly felt by the faculty members. However, fairness is somewhat felt by the faculty members in the institution.

4. There is significant difference on the level of institutional empowerment among respondents in terms of clarity, communication, management in the workplace and participation when teachers are grouped according to educational attainment. While attitude and behavior, fairness and recognition are not significant among respondents when grouped according to educational attainment.
5. There is significant difference on the level of institutional empowerment among respondents in attitude and behavior, communication, and participation when the respondents are grouped according to position. Clarity, fairness and management in the workplace are not significant among respondents when grouped according to position.
6. There is no predictor of teachers individual empowerment is identified while; institutional empowerment dimension has identified some factors or antecedents of teacher empowerment in three categories like experience, educational attainment and position. Under experience; clarity of purpose, attitude and behavior, recognition, communication, management in the workplace, and participation are considered significant factors of teacher empowerment. Under educational attainment; clarity of purpose, communication, management in the workplace and participation are significant factors of teacher empowerment. And lastly, under position; attitude,

communication and participation are considered to be contributing factors of empowerment.

Conclusions

In the light of the summary of findings, the following conclusions are hereby derived:

1. The teachers who have personal knowledge regarding their responsibilities and duties are empowered.
2. The teachers who have high morale and principled are empowered in the institution however, it is affected by low recognition of their works and contributions in the fields.
3. The teachers who seek personal and professional improvement are empowered in their own chosen field.
4. The length of experience of the teachers in the school does not affect their level of empowerment in the institution. Teachers with 11-15 years of teaching experience are knowledgeable in the institution's mission and vision. However, beginners in the field are more on action and value driven.
5. The educational attainment is not considered antecedents of individual empowerment in the institution.
6. The position of the teachers is not considered antecedents of individual empowerment in the institution.
7. The level of teacher empowerment in the institution in terms of clarity, attitude and behavior, fairness, recognition, communication, management in the

workplace and participation is at satisfactory level. While fairness is somewhat felt by the teachers in the institution.

8. The components of institutional empowerment like clarity of purpose, attitude, recognition, communication, management in the workplace and participation are significant antecedents of teacher empowerment when the respondents are grouped according to experience.
9. The components of institutional empowerment like clarity of purpose, communication, management in the workplace and participation are significant antecedents of teacher empowerment when the respondents are grouped according to educational attainment.
10. The components of institutional empowerment like attitude and behavior, communication and participation are significant antecedents of empowerment when the respondents are group according to position.
- 11 . There are components of institutional empowerment dimension considered as significant antecedents of teacher empowerment under experience, educational attainment and position. No significant antecedents of individual empowerment are identified.

Recommendations

In the light of the conclusions of this study the following recommendations are given.

1. The teachers should continue their personal and professional growth, they will be more knowledgeable, skilled and competitive not only in the institution but to their students as well.

2. The top managers and academic administrators should evaluate the existing leadership style being employed in their institution so that it will adapt the constant changing of environment in managing and dealing with teachers.
3. School administrators should maximize the teachers' participation in all institutional matters concerning teachers' welfare and development. Involve them in making decisions, planning programs and giving them accountability in performing their task in the institution.
4. The school administrators should also develop mechanism that would further recognize the role of teachers in the institution and in the whole organization. Revise the existing policy of evaluation regarding teachers' ranking and promotion. Make financial assistance and scholarship program open to all so that everybody has the change to further improve or develop their chosen field.
5. Create seminars, symposiums, or team building for teachers in a quarterly basis. This will help teachers' to update themselves regarding the current trends in education.
6. The administrators should reiterate the purpose of the institution especially to the new comers for them to fully understand the purpose and goal of the institution.
7. During faculty meetings, administrators or school managers should give a concrete and comprehensive answer to queries so that transparency will be established.

8. For the top and middle managers, make sure that communications like memorandum, invitation letters, and the like will be disseminated to every member.
9. The principal as the mother or father in the institution should be as much as possible treat everyone equally, assign task based on capabilities, assess performance objectively and lead by example.
10. A similar study on teacher empowerment should be conducted in order to evaluate and identify other factors affecting empowerment such as job satisfaction, and commitment to work.

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APPENDIX A

Letter of Request to Conduct a Research Addressed to the Office of the Superintendent

**Philippine Normal University
College of Education
Department of Management**

January 16, 2013

DR. DOMINOCO C. IDANAN
OIC- Division Schools Superintendent
Makati City

Sir:

May I request permission from your good Office to conduct a study to a selected public secondary school in our division.

This research work is being undertaken in connection with my Master's Thesis entitled "Antecedents of Teacher Empowerment in Selected a Selected Public Secondary School in the Division of Makati".

Your most favourable response regarding this matter shall be most appreciated. Thank you very much.

Very respectfully yours,

RONALD M. GANIBAN
Researcher

APPENDIX B

LETTER OF REQUEST FOR THE PRINCIPAL

**Philippine Normal University
College of Education
Department of Management**

February 11, 2013

LILYBETH D. SAGMAQUEN
Principal, GPDPNHS
F. Zobel cor., Morong Sts.,
Poblacion, Makati City

Madam:

The undersigned is currently working on his research work entitled “Antecedents of Teacher Empowerment in Selected a Selected Public Secondary School in the Division of Makati”.

In this connection, he has the honor to request from your good office to administer his questionnaire to randomly selected teachers in your school.

Rest assured that the data gathered will be treated with utmost confidentiality.

It hoped that this study will contribute valuable insights for the benefits of all educators.

Thank you very much.

Very truly yours,

RONALD M. GANIBAN
Researcher

APPENDIX C

LETTER OF REQUEST FOR THE RESPONDENTS

**Philippine Normal University
College of Education
Department of Management**

February 11, 2013

Dear Fellow Teachers,

The undersigned is undertaking a research work entitled “Antecedents of Teacher Empowerment in Selected a Selected Public Secondary School in the Division of Makati” as a partial fulfilment of the requirements for the degree of Master of Arts in Education with Specialization in Educational Management at Philippine Normal University.

In this connection, may I request your whole-hearted cooperation by providing the vital information needed in the study.

Attached is a prepared questionnaire for you to answer honestly and accurately. Rest assured that the information you will share with the researcher will be treated with confidentiality. Furthermore, your sincere and truthful response is earnestly enjoined and highly appreciated.

Your benevolent gesture to assist the undersigned in this endeavour will be of great contribution for the success of the study in particular and the institutional improvement in general.

Thank you very much.

Very truly yours,

RONALD M. GANIBAN
Researcher

APPENDIX D

QUESTIONNAIRE ON INDIVIDUAL AND INSTITUTIONAL EMPOWERMENT CLIMATE

**Philippine Normal University
College of Education
Department of Management**

PART I: PERSONAL DATA

Direction: Below is a list of items concerning your professional data which will be solely used for this study. Please mark X or specify your answer on the space provided.

1. Name (optional) _____
2. Area of Specialization: _____
3. Years of academic experience _____

Individual

3. Consideration for differences in lifestyle, values and culture	1	2	3	4
4. Ability to work independently	1	2	3	4
5. Ability to work harmoniously with others	1	2	3	4
6. Positive attitude towards change and its consequences	1	2	3	4
7. Commitment to the group institution	1	2	3	4
8. Academic competence	1	2	3	4
9. Self confidence among members of the faculty	1	2	3	4
10. Initiative to discover new ways/ideas/things	1	2	3	4
11. Pride for ones' department	1	2	3	4
12. Pride for the profession	1	2	3	4
13. Pride for the institution	1	2	3	4
14. Ability to manage pressure/stress	1	2	3	4
15. Willingness to work beyond time and /or beyond regular work	1	2	3	4
16. Willingness to help others with problems in their work	1	2	3	4
17. Willingness to help others with their personal problems	1	2	3	4

B. Fairness

1. Job performance is assessed objectively	1	2	3	4
2. Rewards are based on merit	1	2	3	4
3. Work loads/tasks are based on ability not personality	1	2	3	4
4. Individual effort is rewarded appropriately	1	2	3	4
5. Punishment/disciplinary action is appropriate	1	2	3	4
6. Giving of privileges is fair	1	2	3	4

7. Criteria for assessing facilities and equipment	1	2	3	4
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C. Recognition

1. Individual achievement		1	2	3
4				
2. Individual's competence	1	2	3	4
3. Creativity and innovations	1	2	3	4
4. Opinion/ suggestion	1	2	3	4
5. Participation/ support on activities, projects	1	2	3	4

D. Communication

1. There is a regular information on what's going on in the institution.	1	2	3	4
2. The person is informed on matters that concerns/interest him.	1	2	3	4
3. Group/institutional expectations are made known to everyone.	1	2	3	4
4. Feeling and ideas are expressed freely and directly without fear.	1	2	3	4
5. Communication is clear	1	2	3	4
6. There is consultation on matters affecting the group/institution.	1	2	3	4
7. Communication channels to all levels are Open.	1	2	3	4
8. Feedback mechanism is efficient	1	2	3	4
9. Feedback mechanism is authentic	1	2	3	4
10. Everyone in all levels are open on how to improve own performance.	1	2	3	4
11. Information on general welfare is accessible to all.	1	2	3	4

E. Participation

1.	Policy making	1	2	3	4
2.	Curriculum planning	1	2	3	4
3.	Planning institutional goals	1	2	3	4
4.	Improvement of academic services to students – i.e teaching, grading	1	2	3	4
5.	Determining teaching loads/academic and people to work with them.	1	2	3	4
6.	Hiring of faculty	1	2	3	4
7.	Selecting academic managers	1	2	3	4
8.	Faculty evaluation, promotion, rewards and other benefits	1	2	3	4
9.	Punishment/disciplinary	1	2	3	4
10.	Initiating/discovering new ideas and products	1	2	3	4
11.	Budgeting	1	2	3	4
12.	Improvement of administrative services as support system	1	2	3	4

F. Management in the Work Place

1.	Open to change	1	2	3	4
2.	Activities are negotiated not structured	1	2	3	4
3.	Opportunity for economic advancement is provided	1	2	3	4
4.	Opportunity for professional advancement is provided	1	2	3	4
5.	Collegial relations	1	2	3	4
6.	Collaborative/ consultative action	1	2	3	4
7.	Readiness to offer solution to problem if necessary	1	2	3	4
8.	Cordial relations	1	2	3	4
9.	Accessibility regardless of rank/status	1	2	3	4
10.	Procedures don't interfere with getting things done	1	2	3	4
11.	Opportunity to creative/innovative				

	is encouraged and/ or provided	1	2	3	4
12.	Local culture is considered in setting goals/policies	1	2	3	4
13.	Opportunity for personal development is provided	1	2	3	4
14.	Transparent-no hidden agenda nor selfish motive	1	2	3	4
15.	Objectivity in decision and action	1	2	3	4

Part III. SURVEY ON INDIVIDUAL EMPOWERMENT

Direction : Below are indicators of Empowerment as may be exercised by individual members of an academic institution. Kindly indicate the degree of relevance of each one and their classification by checking the appropriate column for each item.

A. Knowledge Dimension

1.	I am aware of my job and responsibilities in the academe	1	2	3	4
2.	I have full and direct access on matters concerning my welfare and interest	1	2	3	4
3.	Knowledge of my strength and weakness allow me to do what I do	1	2	3	4
4.	I am aware of my rights and I fight for these rights if necessary.	1	2	3	4
5.	I have full access on matters concerning my institution.	1	2	3	4

B. Value Dimension

1.	I take responsibility for my work	1	2	3	4
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2. I have free and complete access to political and economic resources provided by the institution.	1	2	3	4
3. I am respected as a person such that I can Influence others to make change.	1	2	3	4
4. My achievements are rewarded appropriately	1	2	3	4
5. I can free myself from unnecessary tasks	1	2	3	4
6. I am satisfied with my salary and other financial benefits.	1	2	3	4
7. I can express my ideas to anyone freely and directly.	1	2	3	4
8. I believe in my ability to learn and carry on my assigned tasks.	1	2	3	4
9. I can work harmoniously with anyone in the organization.	1	2	3	4
10. I can find ways to fulfil my work obligation despite existing constraints.	1	2	3	4
11. I can accept my mistakes in the work I do in the institution.	1	2	3	4
12. I accept my mistakes and rectify them the best I can.	1	2	3	4

C. Action Dimension

1. I exercise control over my work	1	2	3	4
2. I am consulted on matters affecting my welfare and interest.	1	2	3	4
3. I am provided with all needed support to enable me to function effectively and comfortably.	1	2	3	4
4. I like to initiate ideas which I feel relevant to institution goals.	1	2	3	4
5. My opinions are acknowledged.	1	2	3	4

6. I am consulted on matters concerning the institution.	1	2	3	4
7. I can make time to try and discover new ideas.	1	2	3	4
8. I can find time to relax and socialize	1	2	3	4

APPENDIX E
COMPUTED MEAN SCORES OF INDIVIDUAL EMPOWERMENT
KNOWLEDGE DIMENSION

RESPONDENTS	ITEMS					TOTAL	Mean
	1	2	3	4	5		
1	3	3	3	4	3	16	3.2
2	3	4	3	4	3	17	3.4
3	3	4	4	4	4	19	3.8
4	3	3	3	3	3	15	3
5	3	4	3	3	2	15	3
6	3	3	4	3	3	16	3.2
7	3	2	3	2	3	13	2.6
8	3	3	4	4	4	18	3.6
9	3	3	3	4	4	17	3.4
10	3	3	2	4	4	16	3.2
11	3	3	3	4	4	17	3.4
12	3	3	2	4	4	16	3.2
13	3	3	3	3	4	16	3.2
14	3	2	4	4	4	17	3.4
15	3	4	4	4	4	19	3.8
16	3	3	4	4	4	18	3.6
17	3	3	2	4	3	15	3
18	3	3	3	4	4	17	3.4
19	3	4	4	4	4	19	3.8
20	3	3	3	4	4	17	3.4
21	3	3	3	3	3	15	3
22	3	2	3	4	4	16	3.2
23	3	3	3	4	4	17	3.4
24	3	3	3	3	4	16	3.2
25	3	3	3	4	4	17	3.4
26	3	3	3	4	4	17	3.4
27	3	3	3	3	3	15	3
28	3	2	3	4	4	16	3.2
29	3	2	3	3	3	14	2.8
30	3	3	3	4	3	16	3.2
31	3	4	3	4	4	18	3.6
32	3	3	3	4	4	17	3.4
33	3	3	3	4	3	16	3.2
34	3	3	4	4	4	18	3.6
35	3	3	3	4	4	17	3.4
36	3	2	4	4	4	17	3.4
37	3	3	3	4	3	16	3.2
38	3	3	4	4	4	18	3.6
39	3	4	4	4	4	19	3.8
40	3	4	4	4	4	19	3.8

41	3	3	3	4	4	17	3.4
42	3	3	4	3	3	16	3.2
43	3	4	3	3	3	16	3.2

44	3	3	4	4	3	17	3.4
45	3	3	4	4	4	18	3.6
46	3	4	3	4	4	18	3.6
47	3	4	4	4	4	19	3.8
48	3	3	3	4	4	17	3.4
49	3	3	3	3	3	15	3
50	3	2	3	3	3	14	2.8
51	3	3	3	2	2	13	2.6
52	3	3	3	3	3	15	3
53	3	2	3	4	4	16	3.2
54	3	3	3	4	4	17	3.4
55	3	3	3	4	4	17	3.4
56	3	3	4	4	4	18	3.6
57	3	3	4	3	4	17	3.4
58	3	4	4	4	4	19	3.8
59	3	3	3	4	3	16	3.2
60	3	3	4	3	3	16	3.2
61	3	3	3	3	3	15	3
62	3	3	3	3	3	15	3
63	3	3	2	4	4	16	3.2
64	3	3	3	4	4	17	3.4
65	3	3	3	4	4	17	3.4
66	3	3	4	4	4	18	3.6
67	3	4	3	4	3	17	3.4
68	3	3	3	4	4	17	3.4
69	3	4	3	2	2	14	2.8
70	3	4	4	4	4	19	3.8
71	3	3	4	4	4	18	3.6
72	3	4	4	4	4	19	3.8
73	4	4	4	4	4	20	4
74	3	3	4	4	4	18	3.6
75	3	3	3	4	4	17	3.4
76	3	3	4	4	4	18	3.6
77	3	3	4	4	4	18	3.6
78	3	3	4	3	4	17	3.4
79	3	3	3	4	4	17	3.4
80	3	3	4	3	3	16	3.2

81	3	3	4	4	3	17	3.4
82	3	4	4	3	4	18	3.6
83	3	3	2	3	3	14	2.8

84	3	2	3	4	3	15	3
85	3	3	4	4	4	18	3.6
86	3	4	3	4	4	18	3.6
87	3	4	4	4	4	19	3.8
88	3	3	3	4	4	17	3.4
89	3	3	3	4	3	16	3.2
90	3	3	3	3	3	15	3
91	3	3	3	4	3	16	3.2
92	3	4	3	4	4	18	3.6
93	3	4	4	4	4	19	3.8
94	3	3	4	4	4	18	3.6
95	3	3	3	4	4	17	3.4
96	3	3	3	3	3	15	3
97	3	3	3	4	3	16	3.2
98	3	3	3	3	3	15	3
99	3	3	3	3	4	16	3.2
100	3	4	3	3	4	17	3.4

301	314	331	368	361	
3.01	3.14	3.31	3.68	3.61	3.35

APPENDIX F
COMPUTED MEAN SCORES OF INDIVIDUAL EMPOWERMENT
VALUE DIMENSION

RESPONDENTS	ITEMS												TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	
1	4	4	3	2	4	3	3	3	4	3	4	3	40
2	3	4	4	3	4	4	3	4	4	4	4	4	45
3	3	4	4	3	3	4	4	4	3	4	4	3	43
4	3	4	4	3	4	4	4	4	4	4	4	4	46
5	4	4	4	4	4	4	4	4	4	3	4	4	47
6	4	4	4	4	4	4	4	4	4	4	4	4	48
7	3	4	4	4	4	4	4	4	4	4	4	4	47
8	3	3	4	4	4	4	4	4	4	4	4	4	46
9	4	4	4	3	4	4	3	4	4	4	4	2	44
10	3	3	4	4	4	4	4	4	4	4	4	3	45
11	3	3	4	4	3	4	3	4	4	4	3	3	42
12	3	3	2	3	3	4	3	4	3	4	4	4	40
13	3	3	3	4	4	4	3	4	3	4	4	4	43
14	3	3	3	4	4	3	2	4	3	4	4	3	40
15	4	2	4	3	4	3	2	4	3	4	4	3	40
16	3	3	2	2	2	4	4	4	3	4	4	3	38
17	3	3	3	2	3	3	2	4	2	3	4	3	35
18	3	4	4	3	3	3	4	4	3	4	4	3	42
19	3	4	4	3	4	3	3	4	3	4	4	4	43
20	4	3	4	3	3	3	4	4	4	4	4	4	44
21	3	3	3	3	3	3	2	4	2	4	4	3	37
22	3	3	3	2	2	4	3	4	3	4	4	3	38
23	3	3	3	3	3	2	2	3	3	4	4	3	36
24	3	3	4	4	3	4	3	4	3	4	4	3	42
25	3	4	4	4	4	4	3	4	4	4	4	3	45
26	4	3	4	3	4	4	4	4	4	4	4	4	46
27	4	3	4	4	4	4	4	4	4	4	4	4	47
28	3	3	4	4	4	4	4	4	4	4	4	4	46
29	3	4	3	2	3	3	3	4	4	4	4	3	40
30	3	3	3	3	3	3	3	4	4	4	4	3	40
31	3	3	3	2	3	2	3	4	3	4	4	2	36
32	3	3	3	3	2	3	3	4	3	4	4	2	37
33	3	3	3	3	3	3	3	4	3	3	4	3	38
34	3	3	3	3	2	3	2	4	3	3	4	2	35
35	3	2	3	2	3	2	3	4	3	4	4	3	36
36	3	3	2	3	2	3	2	4	3	3	4	2	34
37	3	2	3	2	3	2	2	3	3	4	4	2	33
38	3	3	3	3	2	2	2	3	3	3	3	2	32
39	3	2	3	2	3	2	2	3	3	3	4	3	33
40	3	2	2	2	2	3	2	2	3	3	3	3	30

41	3	3	3	2	2	2	2	2	3	3	3	3	31
42	4	2	2	3	2	2	2	2	3	2	2	2	28
43	3	3	2	2	2	2	2	2	3	2	2	2	27
44	2	2	2	2	2	3	2	2	3	2	2	2	26

45	3	3	3	2	3	4	2	4	4	3	4	3	38
46	3	3	3	3	3	3	3	4	4	3	4	2	38
47	3	3	3	2	3	3	3	4	3	3	4	2	36
48	3	2	3	3	2	3	2	4	4	3	4	2	35
49	3	3	3	2	3	3	2	4	3	3	4	3	36
50	2	2	2	2	2	2	2	2	2	2	2	2	24
51	3	3	3	2	3	3	2	4	3	3	4	3	36
52	3	2	3	3	2	3	2	4	3	4	4	2	35
53	3	3	3	2	3	3	3	4	3	4	4	2	37
54	2	3	2	2	2	2	2	2	3	3	3	2	28
55	2	2	1	2	2	1	2	3	3	3	3	2	26
56	2	1	2	2	2	2	2	2	2	2	2	1	22
57	3	3	3	2	3	2	2	2	2	3	3	2	30
58	3	3	3	3	2	3	3	3	3	3	3	2	34
59	3	3	3	2	3	3	3	3	3	3	3	3	35
60	3	3	3	3	3	3	3	3	3	3	3	3	36
61	3	3	3	2	3	3	3	4	3	3	3	3	36
62	3	3	3	3	3	3	3	3	3	4	4	3	38
63	3	3	2	3	3	3	4	3	4	4	2	3	37
64	3	3	3	2	2	2	3	2	3	2	3	2	30
65	3	3	3	2	3	3	2	3	2	2	3	3	32
66	3	3	3	2	3	2	3	3	3	3	3	3	34
67	3	3	3	3	3	3	2	2	3	2	3	3	33
68	3	2	3	3	3	3	2	3	3	3	3	3	34
69	3	3	3	2	2	2	2	3	3	3	3	3	32
70	3	3	3	3	3	3	3	2	3	2	3	3	34
71	3	3	3	3	2	3	2	4	3	4	3	3	36
72	3	3	3	2	3	3	3	3	3	3	3	3	35
73	3	3	3	2	2	3	2	4	3	4	4	3	36
74	3	3	2	2	3	3	3	4	3	4	4	3	37
75	3	3	3	3	3	3	2	4	3	4	4	3	38
76	3	3	3	2	3	2	3	4	2	3	3	2	33
77	3	3	3	3	3	3	3	4	3	4	4	3	39
78	4	3	3	2	3	2	3	4	3	4	4	2	37
79	4	3	3	2	2	3	3	4	3	4	4	3	38
80	4	3	3	2	3	2	3	3	3	3	4	3	36

81	4	3	3	2	3	3	3	4	3	3	4	3	38
82	4	3	3	2	3	3	3	4	4	3	4	3	39
83	3	3	3	2	2	3	2	4	3	3	3	3	34
84	3	3	2	3	3	2	3	4	3	3	3	3	35

85	3	3	3	3	2	3	2	4	3	3	4	3	36
86	3	3	3	3	3	2	3	4	3	3	4	3	37
87	3	3	3	3	2	3	2	4	4	4	4	3	38
88	3	3	3	3	3	2	3	4	3	3	4	2	36
89	3	3	3	3	3	3	2	4	3	4	4	2	37
90	3	3	3	3	3	3	4	4	3	3	4	2	38
91	3	3	3	3	3	4	2	4	4	3	4	2	38
92	3	3	3	3	3	3	3	4	3	3	4	3	38
93	3	3	2	3	3	3	2	3	3	4	4	3	36
94	3	3	2	3	3	3	3	3	3	3	4	3	36
95	3	3	2	3	3	3	3	4	3	3	3	3	36
96	3	3	2	3	3	3	3	4	3	3	4	3	37
97	3	3	2	2	3	3	3	3	3	3	4	3	35
98	4	3	3	2	3	3	3	3	3	3	3	2	35
99	3	3	3	2	3	3	3	4	3	3	4	2	36
100	3	3	3	2	3	3	3	4	3	3	4	3	37
310 298 299 269 291 297 277 355 317 336 363 282													
3 3 3 2.7 3 3 2.8 3.6 3.2 3.4 3.6 2.8 3.08													

APPENDIX G
COMPUTED MEAN SCORES OF INDIVIDUAL EMPOWERMENT
ACTION DIMENSION

RESPONDENTS	ITEMS								TOTAL
	1	2	3	4	5	6	7	8	

1	4	4	4	4	4	3	4	3	30
2	4	4	4	4	4	4	4	3	31
3	4	4	4	4	3	3	4	4	30
4	4	4	3	4	3	4	4	4	30
5	4	4	4	4	4	4	4	4	32
6	3	4	4	3	3	3	4	4	28
7	3	3	3	4	3	3	4	4	27
8	3	3	4	3	3	2	4	4	26
9	3	2	3	4	3	2	4	4	25
10	4	2	3	3	2	2	4	4	24
11	4	4	4	4	4	4	4	4	32
12	4	4	4	3	3	2	4	4	28
13	4	4	4	4	3	3	4	4	30
14	4	3	4	3	2	1	4	4	25
15	3	3	4	2	2	2	4	4	24
16	3	3	3	3	2	1	4	4	23
17	3	2	4	3	2	3	4	3	24
18	4	3	3	2	2	1	4	3	22
19	3	3	3	2	1	3	4	4	23
20	3	3	3	3	1	3	4	4	24
21	4	4	4	3	2	3	4	4	28
22	3	3	4	4	3	4	4	4	29
23	4	4	3	3	2	3	4	4	27
24	4	4	4	4	2	4	4	4	30
25	4	4	3	4	3	3	3	4	28
26	3	4	4	3	2	3	4	4	27
27	4	4	4	3	1	4	4	4	28
28	4	3	4	2	2	3	4	4	26
29	4	3	3	2	3	3	3	4	25
30	3	3	4	4	2	3	3	4	26
31	3	3	3	3	2	4	4	4	26
32	3	4	3	4	1	3	4	4	26
33	4	4	4	4	3	3	4	4	30
34	3	4	4	2	3	3	4	4	27
35	4	3	4	3	2	4	4	4	28
36	4	4	4	4	1	3	4	4	28
37	4	3	4	4	1	1	4	4	25
38	4	3	3	4	2	2	4	4	26
39	4	3	4	4	2	2	4	4	27
40	4	4	4	4	2	2	3	4	27
41	3	3	4	4	4	1	4	4	27
42	3	2	3	3	3	1	3	4	22

43	4	4	4	3	4	1	4	4	28
44	4	4	4	2	3	1	4	4	26
45	4	4	3	3	4	1	4	4	27
46	4	4	4	3	4	1	4	4	28
47	4	3	3	3	4	1	4	4	26
48	4	2	3	4	3	1	4	4	25

49	4	3	3	3	3	1	4	3	24
50	4	3	3	4	3	1	4	4	26
51	4	3	3	3	3	1	4	4	25
52	4	2	3	3	3	1	4	4	24
53	4	3	3	3	2	1	4	3	23
54	4	3	4	4	4	1	4	4	28
55	4	3	3	4	4	4	4	4	30
56	4	4	4	4	4	2	4	4	30
57	4	3	4	4	3	2	4	4	28
58	4	4	4	4	4	1	4	4	29
59	4	4	4	4	4	1	4	4	29
60	4	4	4	4	3	1	4	4	28
61	4	4	4	4	3	1	4	4	28
62	4	3	3	4	1	3	4	4	26
63	4	4	4	3	1	3	4	3	26
64	4	3	3	3	3	2	3	4	25
65	4	4	4	4	3	2	4	4	29
66	4	4	4	4	3	1	3	4	27
67	4	4	4	3	3	2	4	4	28
68	4	3	4	4	2	2	4	4	27
69	4	4	4	3	3	3	3	3	27
70	4	4	4	4	2	1	4	4	27
71	3	3	4	4	3	1	4	4	26
72	4	4	4	4	1	2	4	3	26
73	4	4	4	3	1	4	4	4	28
74	4	4	4	4	2	3	4	4	29
75	4	4	4	4	2	3	4	4	29
76	4	4	4	4	3	3	4	4	30
77	4	2	4	4	3	1	4	4	26
78	4	4	4	4	1	1	4	4	26
79	4	3	4	3	4	1	4	4	27
80	4	4	4	3	3	2	3	4	27
81	4	4	4	3	3	2	3	4	27
82	4	4	4	3	2	3	3	4	27
83	4	4	4	3	1	3	4	4	27
84	4	4	4	4	2	1	4	4	27
85	4	3	3	3	4	2	4	3	26
86	4	3	3	4	3	2	4	3	26
87	4	4	4	4	3	1	4	3	27
88	4	4	4	4	1	3	4	4	28
89	4	4	4	4	2	4	4	4	30

90	4	4	4	4	2	4	4	4	30
91	4	3	3	3	2	3	4	4	26
92	4	4	4	4	2	4	4	4	30
93	3	3	4	4	2	4	4	4	28
94	4	4	2	4	4	3	3	3	27
95	3	2	4	4	4	3	4	3	27
96	3	4	4	2	3	3	4	3	26

97	4	3	4	4	2	3	4	4	28
98	4	4	3	4	3	3	4	4	29
99	4	4	4	4	3	4	3	4	30
100	4	4	4	4	3	3	4	4	30

379 348 368 349 262 237 387 385
3.79 3.48 3.68 3.49 2.62 2.37 3.87 3.85 3.39

APPENDIX H
COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT
CLARITY OF PURPOSE

RESPONDENTS	ITEMS									TOTAL
	1	2	3	4	5	6	7	8	9	
1	4	4	4	4	3	3	2	4	4	32
2	4	4	4	3	4	3	4	4	4	34
3	4	4	4	3	3	4	3	4	4	33
4	4	4	4	3	4	4	4	4	4	35
5	4	4	4	3	3	4	3	4	3	32
6	4	4	4	4	3	3	3	4	4	33
7	4	3	4	4	3	4	4	4	4	34
8	4	3	4	4	3	4	2	4	4	32
9	4	3	4	4	3	4	2	4	3	31
10	4	3	3	4	3	3	2	4	4	30
11	4	3	3	4	4	4	3	4	4	33
12	4	4	3	3	4	4	4	4	4	34
13	4	4	4	4	4	3	4	4	4	35
14	3	4	4	3	4	3	3	2	4	30
15	3	4	4	3	4	3	3	4	4	32
16	3	4	4	3	4	3	2	3	4	30
17	4	3	4	3	3	4	3	3	3	30
18	3	3	4	2	3	4	3	3	3	28
19	3	3	3	2	3	3	3	4	3	27
20	4	4	4	2	3	4	3	3	3	30
21	4	4	3	3	3	4	4	3	2	30
22	3	4	4	4	3	4	4	3	3	32
23	4	4	4	3	2	3	4	4	3	31
24	4	3	3	4	2	3	4	4	3	30
25	4	4	4	4	3	4	4	4	3	34
26	4	2	4	3	2	4	4	3	2	28
27	3	3	4	3	3	4	4	3	3	30
28	3	2	3	3	3	3	3	3	3	26
29	3	3	4	3	3	4	4	3	3	30
30	3	2	4	2	3	3	3	4	3	27
31	3	2	3	2	3	3	3	4	3	26
32	3	3	3	3	4	4	4	4	2	30
33	3	3	3	4	4	3	4	4	3	31
34	4	4	3	3	4	3	4	4	2	31
35	2	3	4	4	4	3	4	4	4	32
36	4	4	4	4	4	3	3	3	4	33
37	4	4	4	4	3	4	3	3	4	33
38	4	3	4	4	3	3	3	3	3	30
39	3	3	4	4	3	3	3	4	3	30
40	4	4	4	4	3	3	3	4	3	32
41	3	3	4	3	3	4	3	4	4	31

42	4	3	4	4	3	4	3	4	4	33
43	4	3	4	3	2	4	3	3	4	30
44	4	4	3	4	3	4	3	3	4	32
45	4	3	4	4	4	4	4	3	2	32
46	4	3	4	4	4	3	3	3	2	30
47	4	3	4	4	3	3	3	3	3	30
48	3	2	3	3	4	3	3	4	3	28

49	3	3	3	2	3	3	3	4	3	27
50	4	3	3	3	3	2	3	4	3	28
51	4	4	3	3	3	2	4	4	2	29
52	4	4	4	3	4	3	3	3	2	30
53	4	3	4	3	3	2	3	3	3	28
54	4	3	4	3	3	2	3	3	3	28
55	3	3	3	2	4	3	3	3	3	27
56	4	3	3	3	3	3	3	3	3	28
57	3	2	3	2	4	3	3	3	4	27
58	4	4	4	3	3	2	3	4	3	30
59	4	3	3	3	3	2	4	4	4	30
60	2	4	4	3	3	2	4	4	4	30
61	4	4	2	3	3	2	4	4	4	30
62	3	3	2	2	2	3	3	3	4	25
63	4	4	3	3	2	3	3	4	2	28
64	3	3	4	2	4	3	3	3	3	28
65	3	3	4	3	2	3	3	3	3	27
66	3	4	4	2	2	3	3	3	2	26
67	4	4	4	2	3	4	3	3	3	30
68	4	4	3	3	3	3	4	3	4	31
69	4	4	4	4	2	3	4	4	3	32
70	3	3	3	3	3	4	4	4	3	30
71	3	4	3	3	2	4	4	2	3	28
72	3	3	3	3	2	4	4	2	4	28
73	3	3	4	3	3	4	4	2	4	30
74	3	3	4	3	2	4	3	3	4	29
75	3	3	2	3	2	2	3	3	4	25
76	3	4	3	3	3	4	3	3	4	30
77	2	2	3	2	3	3	3	3	4	25
78	2	2	3	2	3	3	3	3	3	24
79	2	2	3	2	3	3	3	3	3	24
80	4	4	4	4	4	3	4	2	3	32
81	3	2	3	2	3	3	2	2	3	23
82	3	3	3	3	3	3	4	2	3	27
83	3	2	2	3	3	3	3	3	3	25
84	3	3	3	3	3	3	3	4	3	28
85	4	3	3	4	4	2	3	4	3	30
86	3	3	3	3	3	2	3	4	4	28
87	4	4	3	3	3	2	3	4	4	30
88	4	4	4	4	3	3	3	3	4	32
89	3	3	3	3	3	4	3	4	4	30
90	4	4	3	3	3	4	4	3	4	32
91	3	3	3	3	3	3	4	4	4	30
92	3	3	2	3	3	4	4	4	4	30

93	3	3	3	3	3	4	4	4	3	30
94	3	3	2	4	3	4	4	4	3	30
95	3	3	4	3	3	4	4	3	3	30
96	2	3	4	3	2	4	4	3	3	28
97	2	3	4	2	3	4	4	3	3	28
98	4	3	3	3	2	4	3	3	3	28
99	3	3	4	3	3	2	3	3	2	26
100	2	3	3	2	3	4	3	3	3	26
	342	342	347	310	307	328	332	341	329	2962
	3.42	3.42	3.47	3.10	3.07	3.28	3.32	3.41	3.29	3.31

APPENDIX I
COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT
ATTITUDE AND BEHAVIOR

RESP..	ITEMS																	TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
2	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	54
3	3	3	2	3	3	2	3	2	4	3	4	3	3	3	3	3	3	50

4	4	4	3	3	3	4	4	3	3	2	3	4	4	3	4	3	2	56
5	3	4	3	3	3	2	3	2	4	2	3	4	4	3	3	3	3	52
6	3	4	3	3	2	3	4	3	4	3	4	3	3	3	3	2	3	53
7	4	4	3	4	3	4	3	3	4	3	4	3	3	3	3	3	4	58
8	3	3	2	3	3	2	3	2	4	3	4	3	3	3	3	3	3	50
9	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
10	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	54
11	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	2	55
12	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
13	4	4	3	4	3	4	4	3	3	2	3	4	4	3	4	3	2	57
14	4	4	3	4	3	4	4	3	3	2	3	4	4	3	4	3	3	58
15	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
16	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
17	4	3	3	3	3	4	4	3	3	2	3	4	4	3	3	3	3	55
18	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
19	3	4	4	4	3	4	3	4	4	3	4	4	4	4	4	3	3	62
20	3	4	4	4	3	4	3	4	4	3	4	4	4	4	4	3	4	63
21	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	2	55
22	4	3	3	3	3	4	4	3	3	2	3	4	3	3	4	3	2	54
23	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
24	4	3	3	3	3	3	4	3	3	2	3	4	4	3	4	3	3	55
25	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
26	3	3	2	3	3	2	3	2	4	3	4	3	3	3	3	3	3	50
27	4	3	3	3	3	4	4	3	3	2	3	4	4	3	4	3	3	56
28	4	4	4	3	3	4	4	3	3	2	3	4	4	3	4	3	3	58
29	3	4	4	4	3	4	3	4	4	3	4	4	4	4	4	3	3	62
30	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
31	3	4	4	4	3	4	3	4	4	3	4	4	4	4	4	3	4	63
32	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
33	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
34	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
35	3	2	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	58
36	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	3	54
37	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	3	54
38	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
39	4	3	4	3	3	4	3	4	3	3	3	3	3	3	4	3	3	56
40	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
41	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
42	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
43	3	2	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	58
44	2	2	3	3	3	3	3	3	3	3	2	2	2	3	2	3	3	45
45	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
46	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
47	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	54

48	3	2	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	53
49	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	53
50	4	3	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	55
51	4	3	4	3	3	4	3	4	3	3	3	3	3	3	4	3	3	56
52	4	3	4	3	3	4	3	4	3	3	3	3	3	3	4	4	3	57
53	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	50
54	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
55	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
56	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
57	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
58	3	4	4	4	4	4	3	4	4	3	3	3	3	3	4	4	3	60
59	4	4	4	3	3	4	3	4	3	3	3	3	3	3	4	4	3	58
60	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	53
61	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
62	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
63	3	3	3	2	2	3	3	2	3	3	3	3	3	3	3	3	3	48
64	3	3	3	2	2	3	3	2	3	3	3	3	3	3	3	3	3	48
65	3	3	3	2	2	3	3	2	3	3	3	3	3	3	3	3	3	48
66	3	2	3	2	2	3	2	2	3	3	3	3	3	3	3	3	3	46
67	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	50
68	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
69	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	50
70	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	54
71	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	54
72	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	4	55
73	4	3	4	3	3	3	3	3	3	3	4	3	3	3	4	3	4	56
74	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	50
75	2	2	3	2	2	3	3	2	2	3	3	3	2	3	3	3	3	44
76	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
77	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	54
78	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	53
79	4	3	4	3	3	3	4	4	3	3	4	3	3	3	4	3	4	58
80	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	50
81	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	54
82	4	3	4	3	3	3	4	4	3	3	4	3	3	3	4	3	4	58
83	4	3	4	4	3	3	4	4	3	3	4	3	4	4	4	4	4	62
84	4	3	4	3	3	3	4	4	3	3	4	3	3	3	4	3	4	58
85	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	53
86	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
87	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	52
88	3	3	3	3	3	3	4	4	3	3	4	3	3	3	4	3	4	56
89	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	4	54
90	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	50
91	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	50

92	3	3	4	4	4	4	3	2	3	3	3	3	3	3	3	3	3	54
93	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	48
94	2	3	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	46
95	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	50
96	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	48
97	2	3	2	3	3	3	3	2	2	2	2	3	2	2	2	3	3	42
98	3	3	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	47
99	2	2	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	45
100	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	50
	327	319	330	322	312	334	320	306	318	283	314	319	313	304	363	315	312	5411
	3.27	3.19	3.30	3.22	3.12	3.34	3.20	3.06	3.18	2.83	3.14	3.19	3.13	3.04	3.63	3.15	3.12	3.18

APPENDIX J

COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT

FAIRNESS

RESPONDENTS	ITEMS							TOTAL
	1	2	3	4	5	6	7	
1	3	3	3	2	4	2	3	20
2	4	3	3	2	4	3	3	22
3	3	3	3	2	4	2	3	20
4	4	3	3	3	4	3	4	24
5	4	4	3	3	4	3	3	24
6	3	3	3	3	4	3	4	23

7	3	3	3	3	4	3	4	23
8	2	2	3	2	2	2	3	16
9	1	2	3	2	2	2	3	15
10	3	2	3	2	2	2	3	17
11	3	2	3	2	2	2	4	18
12	3	3	3	2	4	2	3	20
13	1	2	3	2	2	2	3	15
14	1	2	3	2	2	2	3	15
15	1	2	2	1	1	2	3	12
16	1	1	1	1	1	2	3	10
17	3	3	3	2	4	2	3	20
18	3	3	3	2	2	2	3	18
19	3	2	3	2	2	2	3	17
20	2	2	3	2	2	2	3	16
21	2	2	2	2	2	2	2	14
22	1	2	3	2	2	2	3	15
23	3	3	3	2	4	2	3	20
24	3	3	3	2	4	2	3	20
25	3	3	3	3	4	3	3	22
26	4	4	3	4	4	3	3	25
27	1	2	3	2	2	2	3	15
28	2	2	3	2	3	3	3	18
29	2	2	3	2	2	2	3	16
30	1	2	3	2	2	2	3	15
31	1	1	1	1	1	2	3	10
32	1	2	3	2	2	2	3	15
33	1	2	3	2	3	2	3	16
34	2	2	3	2	3	3	3	18
35	2	2	1	1	1	2	3	12
36	1	2	3	2	2	2	2	14
37	1	2	3	2	2	2	2	14
38	2	2	3	2	2	2	2	15
39	2	2	3	2	2	2	2	15
40	2	3	4	3	3	2	3	20
41	2	3	4	3	3	2	3	20
42	2	3	2	3	3	2	3	18
43	2	2	2	3	3	2	3	17
44	2	3	2	3	3	2	3	18
45	1	1	2	3	3	2	3	15
46	1	1	2	3	3	3	3	16
47	2	3	4	3	3	2	3	20
48	1	3	2	2	2	2	3	15
49	2	3	4	3	3	4	3	22
50	2	3	2	3	3	2	3	18

51	2	2	2	3	3	2	3	17
52	2	2	2	3	3	2	2	16
53	1	1	2	3	3	2	3	15
54	1	3	2	3	3	4	4	20
55	1	3	2	3	3	4	4	20
56	2	3	3	3	3	4	4	22
57	4	3	3	3	3	4	4	24
58	1	1	2	3	3	2	3	15
59	3	2	2	3	3	2	3	18
60	1	2	2	3	3	2	3	16
61	1	1	2	3	3	2	3	15
62	3	2	2	3	3	2	3	18
63	3	2	3	3	3	2	3	19
64	1	3	2	3	3	4	4	20
65	1	3	2	3	3	4	4	20
66	1	3	2	3	3	4	4	20
67	1	3	2	3	3	4	4	20
68	3	2	2	3	3	2	3	18
69	2	2	2	3	3	2	3	17
70	3	2	2	3	3	2	3	18
71	3	2	2	3	3	2	3	18
72	3	2	2	3	3	3	3	19
73	3	2	2	3	3	2	3	18
74	3	3	2	3	3	3	3	20
75	1	2	2	3	3	2	3	16
76	3	2	2	3	3	2	3	18
77	3	2	2	3	3	2	3	18
78	2	2	2	3	3	2	3	17
79	2	2	2	3	3	3	3	18
80	2	2	2	3	3	2	3	17
81	2	2	2	3	3	2	3	17
82	1	3	2	3	3	4	4	20
83	2	3	2	3	3	4	4	21
84	2	3	2	3	3	2	3	18
85	2	3	2	3	3	2	3	18
86	2	3	2	3	3	2	3	18
87	2	3	2	3	3	2	3	18
88	1	3	2	3	3	2	3	17
89	1	3	2	3	3	4	4	20
90	1	3	2	3	3	4	4	20
91	2	3	2	3	3	2	3	18
92	2	3	2	3	3	2	3	18
93	2	2	2	2	3	2	3	16
94	1	2	2	2	3	2	3	15

95	1	2	2	2	3	2	2	14
96	1	3	2	3	3	4	4	20
97	1	3	2	3	3	4	4	20
98	1	3	2	3	3	2	4	18
99	1	2	2	2	3	2	4	16
100	1	3	2	3	3	2	4	18

196 241 242 259 285 243 314 1780
1.96 2.41 2.42 2.59 2.85 2.43 3.14 2.54

APPENDIX K
COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT
RECOGNITION

RESPONDENTS	ITEMS					TOTAL
	1	2	3	4	5	
1	3	4	3	2	3	15
2	2	2	3	2	3	12
3	3	3	2	3	3	14
4	3	4	3	3	3	16
5	3	4	3	2	3	15
6	3	4	3	3	3	16
7	2	2	3	2	3	12
8	2	2	3	3	3	13
9	2	2	3	2	3	12

10	3	4	3	2	3	15
11	3	4	4	3	3	17
12	4	4	4	3	3	18
13	3	4	3	3	3	16
14	2	4	3	3	3	15
15	2	2	3	2	3	12
16	3	3	3	2	3	14
17	2	3	3	2	3	13
18	2	3	3	2	3	13
19	3	3	3	3	3	15
20	2	3	3	3	3	14
21	2	2	3	2	3	12
22	1	1	3	2	3	10
23	2	3	3	2	3	13
24	2	2	3	2	3	12
25	2	2	3	2	3	12
26	3	3	3	2	3	14
27	3	3	3	3	3	15
28	3	3	3	2	3	14
29	3	3	3	2	3	14
30	2	3	3	2	3	13
31	2	2	3	2	3	12
32	2	2	3	2	3	12
33	3	3	3	2	3	14
34	3	3	3	2	3	14
35	3	3	3	2	3	14
36	3	3	3	2	3	14

37	3	3	3	3
38	2	3	3	2
39	2	2	3	2
40	3	3	3	2
41	3	3	3	3
42	3	3	3	3
43	2	2	2	3
44	2	2	2	3
45	3	2	2	3
46	3	2	2	3
47	2	2	2	3
48	2	2	2	3

49	3	3	3	3	
50	3	3	3	3	
51	2	3	3	3	
52	2	3	3	3	
53	2	3	3	3	
54	2	3	3	3	
55	3	3	3	3	
56	2	3	3	3	
57	3	3	3	4	
58	2	3	3	3	
59	2	3	3	3	
60	2	3	3	3	
61	2	3	3	3	
62	2	2	3	3	
63	2	3	3	3	
64	2	3	3	3	
65	3	3	3	3	
66	2	3	3	3	
67	2	2	3	3	
68	2	2	3	3	
69	1	2	2	3	
70	1	2	2	3	
71	2	2	3	3	
72	2	2	3	3	
73	2	2	2	3	
74	2	2	3	3	
75	2	2	3	3	
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77	3	3	3	3	
78	1	2	2	3	
79	2	2	2	3	
80	2	2	3	3	
81	1	2	2	3	
82	2	2	2	3	
83	1	2	2	3	
84	2	2	2	3	
85	2	2	3	3	
86	1	3	4	3	
87	3	3	3	3	
88	4	3	2	3	
89	3	2	3	4	
90	4	3	3	2	
91	3	3	3	3	

92	3	3	3	3	
93	2	3	4	3	
94	2	4	3	2	
95	2	3	3	2	
96	3	4	3	3	
97	3	3	2	4	
98	2	3	4	2	
99	2	2	3	2	
100	3	2	2	3	

237 270 286 270

2.37 2.70 2.86 2.70

COMMUNICATION

[illegible]

APPENDIX M
COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT
MANAGEMENT IN THE WORKPLACE

RESPO..	ITEMS															TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	3	3	3	3	2	4	4	3	3	3	4	4	4	4	3	50
2	3	3	3	3	2	4	4	3	3	3	4	4	4	4	3	50
3	3	3	3	3	2	4	4	3	3	3	4	4	4	4	3	50
4	3	3	3	3	2	4	4	3	3	3	3	3	4	4	3	48
5	3	3	3	3	2	4	4	3	3	3	3	3	4	4	3	48
6	3	3	3	3	2	4	4	3	3	3	3	3	3	3	3	46
7	3	3	3	3	2	4	4	3	3	3	3	3	3	3	3	46
8	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	47
9	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	47
10	3	3	3	3	3	4	4	3	3	3	3	3	3	3	2	46
11	3	3	3	3	3	4	3	3	3	3	3	3	3	3	2	45
12	3	3	3	3	3	4	3	3	3	3	3	3	3	3	2	45
13	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	46
14	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	46
15	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	42
16	3	3	3	3	4	4	4	3	4	3	3	4	3	3	3	50
17	3	3	3	3	2	3	4	3	4	3	3	4	3	3	3	47
18	3	3	3	3	2	3	3	3	4	3	3	4	3	3	3	46
19	3	3	3	3	2	3	3	3	4	3	3	3	3	3	3	45
20	3	3	3	3	3	3	4	3	4	3	3	4	3	3	3	48
21	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	42
22	2	3	3	3	3	2	3	2	2	3	3	3	3	3	2	40
23	3	3	3	3	4	4	4	3	4	3	3	4	3	3	3	50
24	3	3	3	3	2	2	3	3	2	3	3	2	3	3	2	40
25	3	3	3	3	2	3	3	3	4	3	3	4	3	3	3	46
26	3	3	3	3	2	3	3	3	2	3	3	2	3	3	3	42
27	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	45
28	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	45
29	3	3	4	3	3	3	3	3	3	4	3	4	3	3	3	48
30	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	45
31	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	46
32	3	3	3	3	2	3	3	3	3	3	3	2	3	3	2	42
33	2	3	2	3	2	3	3	3	3	3	3	2	3	3	2	40
34	3	3	2	3	2	3	3	3	3	3	3	3	3	3	2	42
35	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	45
36	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	45
37	2	2	2	3	2	3	3	3	3	3	3	4	3	3	3	42
38	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	48
39	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	47

40	3	4	4	3	3	3	3	3	3	4	3	4	4	3	3	50
41	3	4	4	3	3	3	3	3	3	4	3	4	4	3	3	50
42	2	2	2	3	2	3	3	3	3	3	3	4	3	3	3	42
43	3	4	4	3	4	4	3	3	3	4	3	4	4	3	3	52
44	3	3	4	3	4	4	3	3	3	4	3	4	4	3	3	51
45	2	3	2	3	2	3	3	3	3	3	3	2	3	3	2	40
46	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
47	3	3	4	3	4	3	3	3	3	3	3	4	3	3	3	48
48	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
49	3	3	3	3	2	3	4	3	3	3	3	4	3	3	2	45
50	3	3	3	3	2	3	4	3	3	3	3	4	3	3	2	45
51	3	3	3	3	2	3	2	3	3	3	3	3	3	3	2	42
52	3	4	3	3	2	3	4	3	3	3	3	4	3	3	2	46
53	2	2	3	3	2	3	2	3	3	3	3	3	3	3	2	40
54	3	4	3	3	2	3	4	3	3	3	3	4	3	3	2	46
55	3	4	3	3	2	3	4	3	3	3	3	4	3	3	2	46
56	3	3	3	3	2	3	4	3	3	3	3	4	3	3	2	45
57	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
58	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	45
59	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
60	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
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62	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	45
63	3	3	3	3	3	4	4	3	3	3	3	4	4	3	2	48
64	3	3	3	3	3	3	3	3	3	3	4	3	4	3	2	46
65	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	42
66	2	2	2	3	2	3	3	3	3	3	3	3	3	3	2	40
67	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	45
68	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	42
69	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	42
70	3	3	3	3	3	3	3	3	2	3	4	3	3	3	3	45
71	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	42
72	2	3	2	3	3	3	3	3	2	3	3	3	2	3	2	40
73	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	42
74	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
75	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	43
76	2	3	2	3	3	3	3	3	2	3	3	3	2	3	2	40
77	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
78	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	42
79	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
80	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3	42
81	3	2	3	3	2	3	3	2	3	3	3	3	4	3	3	43
82	2	3	2	3	3	3	3	3	2	3	3	3	2	3	2	40
83	3	3	3	4	3	4	3	3	3	3	4	3	3	3	3	48

84	3	3	3	4	3	4	3	3	3	3	4	3	3	3	3	48
85	2	3	3	3	3	4	3	3	3	3	4	3	3	3	2	45
86	2	3	3	3	3	4	3	3	3	3	4	3	3	3	3	46
87	2	3	2	3	3	4	3	3	3	3	4	3	3	3	3	45
88	3	3	3	4	3	4	3	3	3	3	4	3	3	3	3	48
89	2	3	3	3	3	4	3	3	3	3	4	3	3	3	2	45
90	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	42
91	2	3	3	3	3	4	3	3	3	3	4	3	3	3	2	45
92	2	3	3	3	3	3	3	3	3	3	4	3	3	3	2	44
93	2	3	3	3	3	3	3	3	3	3	4	3	3	3	2	44
94	2	3	3	3	3	3	3	3	3	3	4	3	3	3	3	45
95	2	3	3	3	3	4	3	3	3	3	4	3	3	3	2	45
96	2	3	3	3	3	4	3	3	3	3	3	3	3	3	2	44
97	2	3	3	3	3	2	3	3	3	3	3	3	3	3	2	42
98	2	3	3	3	3	2	3	3	2	3	3	2	3	3	2	40
99	2	3	3	3	3	2	3	3	3	3	3	2	3	3	2	41
100	2	3	3	3	3	4	3	4	3	4	4	3	3	3	3	48

266	299	294	303	266	321	319	298	294	306	319	325	306	306	248	4470
2.66	2.99	2.94	3.03	2.66	3.21	3.19	2.98	2.94	3.06	3.19	3.25	3.06	3.06	2.48	2.98

APPENDIX N
COMPUTED MEAN SCORES OF INSTITUTIONAL EMPOWERMENT

PARTICIPATION	
RESPONDENTS	ITEMS
	TOTAL

	1	2	3	4	5	6	7	8	9	10	11	12	
1	3	4	4	3	4	3	4	3	3	3	3	3	40
2	3	2	3	3	3	3	3	4	2	3	3	3	35
3	2	2	2	2	3	3	3	3	2	3	3	3	31
4	3	3	3	3	3	3	4	3	4	3	3	3	38
5	3	3	3	3	3	3	3	4	2	3	3	3	36
6	3	2	3	3	3	3	3	4	2	3	3	3	35
7	2	2	2	3	3	3	2	2	2	3	2	3	29
8	2	2	2	2	3	3	3	3	2	3	3	3	31
9	2	2	2	2	3	3	3	3	2	3	3	3	31
10	2	2	2	2	3	3	3	3	2	3	3	3	31
11	2	2	2	2	3	2	2	3	2	3	3	3	29
12	2	2	2	3	3	3	2	2	2	3	2	3	29
13	2	3	2	3	3	3	3	3	2	3	3	3	33
14	3	2	3	3	3	3	3	4	3	3	3	3	36
15	2	2	2	2	3	2	2	3	2	3	3	3	29
16	3	2	2	3	3	2	2	3	3	3	3	3	32
17	2	2	2	2	3	2	2	3	2	3	3	3	29
18	2	2	2	2	3	2	2	3	2	3	3	4	30
19	2	2	2	2	3	2	2	3	2	3	3	3	29
20	3	3	2	3	3	2	2	3	2	3	3	4	33
21	3	2	3	3	3	3	3	4	3	3	3	3	36
22	3	3	3	3	3	3	3	4	3	4	3	3	38
23	3	3	3	4	3	3	4	4	3	4	3	3	40
24	3	3	3	4	3	3	4	4	3	4	3	3	40
25	3	3	3	4	3	3	4	4	3	4	3	2	39
26	3	3	3	3	3	3	4	4	3	3	3	2	37
27	2	2	2	2	3	2	2	3	2	3	3	3	29
28	3	3	3	3	3	2	3	3	3	3	3	3	35
29	2	2	2	2	3	2	4	3	2	3	3	3	31
30	3	3	2	3	3	2	4	3	2	3	3	3	34
31	3	3	3	3	3	2	3	3	3	3	3	3	35
32	3	4	3	3	3	2	3	3	3	3	3	3	36
33	3	4	3	4	3	2	3	4	3	3	3	3	38
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35	3	4	4	4	3	3	3	4	4	3	4	3	42
36	3	3	2	3	3	2	2	3	2	3	3	3	32
37	3	4	3	4	3	2	3	4	4	3	4	3	40
38	3	4	3	4	3	3	3	4	4	3	3	2	39
39	3	4	3	3	3	2	3	3	3	3	3	3	36
40	3	4	3	3	4	2	3	3	3	3	3	3	37
41	3	3	3	3	3	2	3	3	3	3	3	3	35
42	3	4	3	3	3	2	3	3	3	3	3	3	36
43	3	4	3	3	3	3	3	3	4	3	3	3	38

44	3	4	3	3	3	3	3	3	4	3	3	3	38
45	3	4	3	4	3	3	3	3	4	3	3	3	39
46	3	2	2	2	3	2	2	3	2	3	3	3	30
47	3	2	2	2	3	2	3	3	3	3	3	3	32
48	3	3	3	3	3	3	3	3	3	3	3	2	35
49	3	2	2	2	3	2	2	3	2	3	3	3	30
50	3	2	2	2	3	2	2	3	2	3	3	3	30
51	3	3	3	3	3	2	3	3	2	3	3	3	34
52	3	3	3	3	3	2	3	3	3	3	3	3	35
53	3	3	3	3	3	2	3	2	3	3	3	2	33
54	3	3	3	3	3	2	3	3	3	3	3	3	35
55	2	3	2	3	3	2	3	3	3	3	2	3	32
56	2	3	2	2	3	2	3	2	3	2	2	3	29
57	3	3	2	3	3	3	3	2	3	2	2	3	32
58	3	3	3	3	3	3	3	3	3	2	2	3	34
59	3	3	2	3	3	3	3	2	3	2	2	3	32
60	2	3	2	3	3	3	3	2	3	2	2	2	30
61	2	3	2	3	3	3	3	2	3	2	2	2	30
62	3	3	4	3	3	3	3	3	3	4	3	3	38
63	3	3	3	3	3	2	3	3	3	3	3	3	35
64	3	3	3	4	3	2	3	4	3	3	3	3	37
65	3	3	3	3	3	2	3	3	3	3	4	3	36
66	2	3	3	2	2	2	2	3	3	3	3	3	31
67	2	3	2	3	3	3	3	2	3	2	2	2	30
68	2	3	3	3	3	3	3	2	3	2	3	3	33
69	2	3	2	3	3	3	3	2	3	2	2	2	30
70	3	3	3	3	3	3	3	3	3	2	2	2	33
71	2	3	3	3	3	3	3	3	3	2	3	3	34
72	2	3	3	3	3	3	3	3	3	2	3	3	34
73	3	3	4	3	3	4	3	3	3	3	3	3	38
74	2	3	3	3	3	3	3	2	3	2	3	3	33
75	2	2	2	2	2	3	3	2	3	2	3	3	29
76	2	3	2	2	2	3	3	3	3	2	3	3	31
77	2	3	2	2	2	3	3	3	3	2	3	3	31
78	2	3	3	3	3	3	3	3	3	2	3	3	34
79	2	3	3	3	3	3	3	2	3	2	3	3	33
80	3	3	3	3	3	3	3	3	4	2	3	3	36
81	2	3	2	3	3	3	3	2	3	2	2	2	30
82	2	3	2	3	3	3	3	2	3	3	3	2	32
83	2	3	2	3	3	3	3	2	3	2	2	2	30
84	2	3	3	3	3	3	3	3	3	2	2	2	32
85	2	3	2	3	3	3	3	2	3	2	2	2	30
86	3	3	3	3	3	3	3	3	3	3	3	2	35
87	3	3	3	3	3	3	3	3	4	2	3	3	36

88	3	3	4	3	3	4	3	3	4	2	3	3	38
89	3	3	4	3	4	4	3	3	4	3	3	3	40
90	3	3	4	3	4	4	3	3	4	3	3	3	40
91	3	3	3	3	3	4	3	3	4	3	3	3	38
92	3	3	4	3	3	3	3	3	3	2	3	3	36
93	2	3	2	3	3	3	3	2	3	2	2	2	30
94	3	3	3	3	3	3	3	3	3	3	3	2	35
95	2	3	3	3	3	3	3	2	3	3	2	2	32
96	3	3	3	3	3	3	3	3	3	3	3	2	34
97	3	3	3	3	3	4	3	3	3	3	3	2	35
98	3	3	4	3	3	3	3	3	3	2	3	3	36
99	3	3	4	3	4	3	4	3	3	2	3	3	38
100	3	3	3	3	3	4	3	3	4	3	3	3	38

263 290 272 290 301 272 294 296 291 276 286 281 3410
2.63 2.90 2.72 2.90 3.01 2.72 2.94 2.96 2.91 2.76 2.86 2.81 2.84

Curriculum Vitae



RONALD M. GANIBAN

7757 Unit D. J.B. Roxas St., Olympia Makati City

Mobile # 0927 251 3936

License # 0859902

Email: ronald.ganiban@yahoo.com

Date of Birth: July 03, 1982

Place of Birth: Manila

Civil Status: Single

Religion: Roman Catholic

Profession: Secondary Teacher I

Parents:

Mother: Flora M. Ganiban

Father: Renato L. Ganiban Sr.

Educational Background

Graduate:

Master of Education with Specialization in Educational Management
Philippine Normal University
Taft Avenue, Manila

Tertiary

Pangasinan State University
Bayambang, Pangasinan

Secondary

Cipriano P. Primicias National High School
San Vicente, Alcala, Pangasinan

Elementary

Pogo Elementary School
Pogo, Bautista, Pangasinan
2nd Honorable Mention

Civil Service Eligibility

Licensure Examination for Teachers

August 26, 2004

Work Experience:

Teacher I (present)	Gen. Pio Del Pilar National High School
Lecturer I (present)	Pamantasan ng Lungsod ng Maynila
LET Reviewer (2013)	ARCH Review Center
LET Reviewer (2012)	LSPU (Laguna State Polytechnic University)
Teacher/H.S Coordinator/ OIC	Flos Carmeli Institution of Quezon City
Teacher I	Guardian Angel Institution

Seminar/ Workshop:

- ✓ Scaling New Heights In Child Protection Through Commitment And Collaborative Teaching at GPDPNHS (October 25,2012)
- ✓ Karunungan Festival at National Museum (September 21-22, 2012)
- ✓ Popularizing the Law at U.P College of Law (July 25-27, 2012)
- ✓ Symposuin on WWII at Philippine Veterans Camp Aguinaldo (March

21, 20012)

- ✓ Ang kritikal sa pagbasang kritikal at PLM CHD Filipino Dept. (October 1, 2012)
- ✓ Seminar on Positive Discipline at GPDPNHS (July 20-21, 2011)
- ✓ Seminar on Open Blended High School at GPDPNHS (July 8-9, 2011)
- ✓ Seminar on Readiness on Teaching Students with Special Needs at GPDPNHS (June 28-29, 2011)
- ✓ INSET: Facing the Challenges through the years at GPDPNHS (June 2-3, 2011)
- ✓ Luzon-NCR Budget Training at TDC Mandaluyong (March 11, 2011)
- ✓ Life Enhancing Training of SADAC at Makati City hall (November 18-19,2010)
- ✓ School based INSET at GPDPNHS (October 27-29, 2010)