School Heads' Use of Power in Empowering Northern Samar Teachers

Marlo D. Alvarez
olram_zeravla@yahoo.com
College of Education,
University of Eastern Philippines, Philippines

Abstract This study determined the influence of school head's use of power in empowering teachers in the Division of Northern Samar and the level of empowerment and school heads' use of power. A correlational research method using Pearson r correlation was used for parametric statistical analysis combined with qualitative-analytical approach. Questionnaire, observations and unstructured interviews collected data from 358 public school teachers sampled through stratified proportional. Results showed that teachers are highly empowered and their empowerment is significantly affected by school heads' use of power. Furthermore, it was determined that those school heads with high level of special managerial and leadership knowledge, ability to recommend merit for the outstanding performances, and opportunities for advancement, and high level of influencing compliancy have teachers who are good decision-makers regarding the curriculum. It is recommended that professional development program for school heads should be intensified and participation of teachers in school-based management should be strictly implemented and monitored.

Keywords: educational management, school heads' use of power, teacher empowerment

Introduction

Empowerment (Kirika, 2011) is defined as the right of teachers to participate in the process of crafting school goals and policy guidelines in the attainment of such goals and to have the autonomy in exercising professional judgment on curricular-related matters. It is also viewed as a learning avenue provided by school heads within the organization that promotes autonomy, choice, control, and responsibility through shared governance and decision making. In any institution, the contribution of teachers in bringing success cannot be undermined, the same way as how school heads can significantly affect teachers' delineation of its significance in the attainment of such success. Thus, empowering teachers is a significant factor in addressing school reforms. Achieving empowerment among teachers is an intrinsic process by which teachers should have the fundamental enthusiasm in bringing out their instinctive potentialities (Thomas, 2017). Furthermore, Wall (2012) stipulated that empowering teachers does not give teachers the power, instead it provides teachers the opportunity to liberate power, discharge knowledge, and display inspiration where these characteristics are already innate in them. Thus, it gives teachers the chance to display influence toward school success.

Apparently, teacher empowerment is a self-driven phenomenon that is determined by organizational variables such as communication, relationships, mentoring, etc. It was found out that empowerment among teachers can be achieved when the school head is able to express utmost admiration for the significance of teachers and their successes in making good things done (Thomas, 2017). However, Lintner (2008) found that significant factors in empowering teachers other than school heads' use of power such as inefficient staffing, low standards, poor communication channels, and stakeholder's issues.

Thus, management and administrative competence of school heads is a significant determinant in the attainment

of such empowerment. Similarly, Vlok (2012) stipulated that responsible innovative school leaders must be competent in realizing such innovation. Furthermore, it was found that a school administrator and manager should be a strategist, capacity builder, matchmaker and achiever.

Relatively, empowered teachers play a vital role in school reforms. However, in influencing compliancy, school heads should possess strong academic background and well-built disposition complemented with integrity in order to motivate teachers to take part and collaborate in the attainment of goals thereby ensuring success in the delivery of services in the basic education. Furthermore, in order to maximize the potentials of teachers and increase their morale thereby strengthening their sense of empowerment, school heads should lead and administer a school by providing special managerial and administrative competencies complemented with special knowledge and desires to be associated with teachers (Lintner, 2008).

School heads hardly provide tangible and intangible rewards that could somehow increase the morale of teachers. Lintner (2008) found that school heads do not operate from a reward power base resulting to problems encountered in empowering teachers like recognizing the efforts of teachers despite poor quality of administrative staff, standard operating procedures, poor communications and non-teaching duties and responsibilities. Notwithstanding the difficulties, there are teachers in the basic education who are resilient and are empowered. In other words, school heads should welcome them and address these fears by embracing the reality that there are teachers who are functioning at superb creative level thus, school heads must innovate leadership through collaboration, independence, sharing and creating self-sufficiency by addressing limitations to ensure shared decision-making (Wall, 2012). Based on this premise, it is assumed that sense of respect, professional growth, self-efficacy, decision-making,

impact, and autonomy in scheduling as dimensions of teacher empowerment can be determined by the degree of the school heads' use of power.

Teacher Empowerment

Teacher empowerment occurs when teachers participate in school-based decision making regarding programs. School leaders must recognize the contribution of teachers in the success of improving the educational processes (Barge, 2012). Similarly, Kirika (2011) found that teachers were sternly empowered in subscales of self-efficacy, status, and impact however, it was noted that teachers were less empowered in subscales of decision making, autonomy, and professional growth. This clearly purports that teachers are not working in enabling experiences that would provide them the opportunity to participate in decision making. However, if teachers are empowered, they could display a well-felt success and confidence in the process by showing a well-collaborative and supportive environment in the smooth implementation of the educational offerings (Barge, 2012).

Managerial and Administrative Competence of School Heads

School heads cannot just simply expect teachers to take part in the attainment of school goals. In order for school heads to influence compliancy, they should acquire managerial and administrative skills with integrity so that teachers will participate in exercising professional competence in achieving school goals. School heads should manifest special managerial and administrative skills as well as special knowledge and desires to be associated with teachers in order to have collaborative and participative teachers (Lintner, 2008). Similarly, Skipper (2014) stipulated that school heads are functioning directly and guiding the whole school in the attainment of success by creating and establishing strong

relationships among the school-community with an end goal of strong collaboration.

This review of literature highlights the significance of school heads' use of power complemented with special managerial and administrative skills in teacher empowerment. In empowering teachers, they must be given the opportunity to participate in decision-making regarding school-related matters in order to maximize collaboration and sharing. Thus, this study has endeavored in determining the significant relationship of school heads' use of power in empowering Northern Samar teachers.

Purposes of the Research

This study aimed to determine the school heads' use of power as determinant of teacher empowerment among public school teachers in the Division of Northern Samar, Department of Education, Philippines.

Specifically, this study aimed to:

1. determine the perceptions of teachers in the three geographical areas (Balicuatro, Central Area, and Pacific Area and Catubig Valley) as to their level of empowerment in terms of:
    1.1. sense of respect,
    1.2. professional growth,
    1.3. self-efficacy,
    1.4. decision-making,
    1.5. impact, and
    1.6. autonomy in scheduling;
2. identify the level of perception of teachers in the three geographical areas towards the school heads' use of power in terms of:
    2.1. expert power,
    2.2. reward power,

2.3. referent power,

2.4. coercive power, and

2.5. legitimate power; and

3. determine if there is a significant relationship between the degree of impact of the school heads' use of power as perceived by teachers and their level of empowerment.

Methodology

Descriptive-correlational design aided by a qualitative-analytical approach directed all processes in the study. Interview was done through theoretical saturation. Descriptive research design was used to explore the levels of perceived empowerment of teachers and their perception towards the school heads' use of power. Correlational research design was employed in this study as it looked into the correlational significance of the perceived school heads' use of power to their perceived empowerment. Data analysis focused on qualitative approach to give comprehensive analysis of the data being presented.

Participants

Out of 4,511 regular teachers in the Division of Northern Samar, a sample of 358 was identified. Of this quantity, 262 (8%) were elementary school teachers and 96 (8%) were secondary school teachers. In the unstructured interview, theoretical saturation was done generating 13 interviewees.

Instrument

The questionnaire together with unstructured interviews served as the instrument for collecting data. Questionnaires were critiqued by five research experts and five teachers' club presidents to ensure their applicability in the Northern Samar context. The instruments used

were: School Participant Empowerment Scale for Teacher Empowerment with 38 items developed and tested by Short and Rinehart (1992) with 0.94 reliability index and the Rahim Leader Power Inventory with 29 items conceptualized by French and Raven (1959) and developed and tested by Lintner (2008) with >0.70 reliability index. In the interview, one main question was asked and follow-up questions were asked depending on the responses. The thought of the questions asked focused on how teachers define empowerment, limiting and facilitating factors of empowerment and their views and experiences with their school heads that limits or promotes teacher empowerment.

All these questionnaires were subjected to factor analysis in previous research; however, the same questionnaires underwent validation in the local setting. The researcher used interview method as a validation technique. Teachers who were not selected as respondents were chosen to participate in the validation. All suggestions and corrections from the validation were considered by the researcher.

Data Collection and Analysis

In the pre-survey, the researcher asked permission from the Schools Division Superintendent. After securing the permission, the researcher provided a letter to the teacher-participants. They were oriented as to the purpose of the study. There was an informed consent from the interviewees. The summary of the interview results was provided to them. Field testing and interviews were done as well as research experts were consulted and made to critique the instruments used to ensure its contextualized and localized applicability. There were clarifications and suggestions regarding the items.

In the survey proper, the researcher personally distributed the questionnaires to the respondents. Attached in the questionnaire were a personal letter of the researcher to

the respondent and the approved letter of the Schools Division Superintendent. Questionnaires were gathered personally but some of the questionnaires were retrieved through researcher's friends and through the Accounting Office of the Division. Instruments were 100 percent retrieved from different school districts through the help of different offices of the Division of Northern Samar as well as Public School District Supervisors.

In the post survey, the data were then tallied, coded, and submitted for statistics using the SPSS. In the qualitative aspect of this study, the researcher made use of theoretical saturation where there was a continuation of sampling and data collection until no new conceptual insights were generated. There was a touch of purposive sampling where the researcher provided repeated process of evidence for his conceptual categories. There was a selection of cases that produced the most relevant data that discriminated or tested the emerging theories. To test the hypothesis of the study, Pearson Correlation was performed.

Results and Discussion

This section presents the perceptions of teachers on their level of empowerment and the degree of School Heads' Use of Power as well as the significant relationship between the level of teacher empowerment and subscales of School Heads' Use of Power.

Teachers' Perception on Empowerment

Table 1 presents the summary of the level of empowerment of teachers in the six dimensions.

Table 1.   Perceived Level of Teacher Empowerment

	Sense of Respect		Professional Growth		Self-Efficacy		Decision-Making		Impact		Autonomy in Scheduling			
Areas	WM	Level	WM	Level	WM	Level	WM	Level	WM	Level	WM	Level	Overall	Level
Balicuatro Area	4.57	VHE	4.52	VHE	4.34	VHE	3.46	HE	3.62	HE	3.9	HE	4.07	HE
Central Area	4.62	VHE	4.5	VHE	4.37	VHE	3.76	HE	3.97	HE	3.92	HE	4.19	HE
Pacific Area and Catubig Valley	4.47	VHE	4.32	VHE	4.32	VHE	3.56	HE	3.64	HE	3.94	HE	4.04	HE
Mean	4.54	VHE	4.43	VHE	4.34	VHE	3.6	HE	3.66	HE	3.92	HE	4.08	HE

Legend:

4.20 – 5.00 - Very Highly Empowered (VHE)   1.80 – 2.59 - Less Empowered (LE)

3.40 – 4.19 - Highly Empowered (HE)   1.00 – 1.79 - Not Empowered (NE)

2.60 – 3.39 -Fairly Empowered (FE)

Table 1 shows that the teachers in the Division of Northern Samar are highly empowered (WM=4.08), with those in the Central Area being the most (WM=4.19). This result indicates that compared to the teachers in other areas, those in the Central Area were more empowered to make decisions about curriculum-related matters to implement new programs in school because they were involved in school budget decisions. Evidently, teachers were given the opportunity to collaborate with other teachers in the school and their advice was solicited not only by the teachers but also by other school personnel and even the school head. This was supported by the responses of the teachers in Central Area that the teachers should decide on matters concerning children and curriculum. Other traits that surfaced include respecting others, participating in activities and sharing the same vision, and asking each other's opinion or advice significantly determine empowerment.

In terms of sense of respect, teachers were very highly empowered (WM=4.54), with those in the Central Area being the most (WM=4.62). This indicates that different stakeholders

respected the teachers by giving them a high sense of esteem, respect, and admiration. With regard to professional growth, teachers were very highly empowered (WM=4.43) with those in Balicuatro Area being the most (WM=4.52). This means that teachers participated in staff development and were given opportunities to continue learning. This result implies that the teachers in Balicuatro area have high sense of belief. Also, this means that the Department of Education can provide them opportunities to professionally grow and develop which will eventually expand their own capabilities in the public school education. In terms of self-efficacy, teachers were very highly empowered (WM=4.34) with those in the Central Area being the most (WM=4.37). This means that teachers believed in their ability to help students learn and in their competency in building effective programs for students and effecting changes in student learning firmly believed that they are effective; thus, they help their pupils/students to become independent learners. Teachers deeply trust their ability in empowering pupils/students because of their mastery. In terms of decision-making, teachers were highly empowered (WM=3.60) with those in the Central Area being the most (WM=3.76). This indicates that teachers are given the freedom to decide on what to do with teaching/curricular matters. This means that teachers were also given the opportunities to take part in decision-making in terms of curriculum and other school-related matters (Thomas, 2017). The teachers were highly empowered in terms of impact (WM=3.66), specifically those in the central area. This indicates that teachers are aptly given the opportunity to collaborate with other teachers by asking suggestions or advice. They believe that they effect and influence other teachers in school. In terms of autonomy, the table presents that teachers are highly empowered in terms of autonomy in scheduling the learning activities of students (WM=3.92) specifically those in the pacific area and Catubig valley area. This indicates that teachers are given the autonomy to determine and control daily schedules of learning activities of students (Thomas, 2017).

Consequently, teachers who have academic control over the subject matter and academic freedom in managing classroom are empowered teachers (Lacey, 2015).

The findings supported the themes drawn from interview results that teachers have high sense of esteem, respect and admiration from the different entities significant in the school such as school heads and district supervisors, are given the opportunity to grow professionally by participating in staff development and involving in important programs for children, they deeply trust their ability in empowering their pupils/students because of their full knowledge in the areas in which they teach, they are involved in decision-making about curriculum and other matters related to school, they are greatly given the opportunity to collaborate with other teachers and truly given the option in arranging learning activities.

School Heads' Use of Power

Table 2 presents the degree of school heads' use of power as perceived by teachers.

Table 2.   Perceived Degree of School Heads' Use of Power

Geographical Area	School Head's Use of Power									
	Expert Power		Reward Power		Referent Power		Coercive Power		Legitimate Power	
	WM	impact	WM	impact	WM	impact	WM	impact	WM	impact
Balicuatro Area	3.94	High	3.97	High	3.51	High	3.14	Average	4.09	High
Central Area	3.89	High	3.77	High	3.46	High	3.45	High	3.94	High
Pacific Area and Catubig Valley	3.98	High	3.72	High	3.7	High	3.5	High	3.90	High
Mean	3.94	High	3.78	High	3.48	High	3.36	Average impact	3.93	High

Legend:

4.20 – 5.00 – Very High Impact   1.80 – 2.59 – Poor Impact

3.40 – 4.19 – High Impact   1.0 - 1.79 – Very Poor Impact

2.60 – 3.39 – Average Impact

An examination of the means of the school head's use of power subscales revealed the following: expert power (WM=3.94), legitimate power (WM=3.93), reward power (WM=3.78), referent power (WM=3.48), and coercive power (WM=3.36). This relatively high scores indicate that teachers strongly believed that their school heads could provide special knowledge about management, leadership and administration.

In terms of the degree of school heads' use of expert power, school heads' use of expert power had high impact (WM=3.94). This means that teachers believed that their school heads possessed special knowledge. This indicates that they strongly believed that their school heads could provide special knowledge about management, leadership and administration.

As gleaned from Table 2, school head's use of the reward power obtained "high impact". This means that teachers sincerely trust that school heads could use reward power, indicating that the teachers certainly believed that the school heads had the ability to provide rewards and recommend teachers for promotion because of their outstanding performance. However, this negates the findings of Lintner (2008) that school heads did not use reward power in increasing sense of empowerment.

In terms of degree of school heads' use of referent power, the table shows that the degree of school heads' use of referent power is high (WM=3.48). This means that the teachers highly believed that the school heads desired to be associated with them. Legitimate power received high impact which the table shows that teachers highly believed that the school heads used legitimate power. Lintner (2008) indicates that the teachers persistently believed that the school heads could expect cooperation on work-related matters because his position entitled him or her to expect such. Also, teachers

aptly agreed that the school heads had the right to influence compliancy and expect cooperation on work-related matters.

School heads' use of coercive power received an average impact (WM=3.36) indicating that the teachers believed that school heads had the ability to impose disciplinary actions to teachers who are disobedient and performing below standards. This indicates that the teachers truly agreed that school heads could take disciplinary actions against teachers for insubordination or disobedience (Lintner, 2008).

The themes in the interview results among teachers drawn positive conformity with the presented figures that school heads could provide special knowledge about management, leadership and administration, have the ability to provide rewards, possessed the desire to be associated with followers like teaching and nonteaching staff, draws cooperation about work-related matters among teachers and school staff and have the ability to impose disciplinary actions to teachers who were disobedient and performing below standards.

Test of Relationship between School heads' Use of Power and Teacher Empowerment

The table below shows the correlation between the level of teacher empowerment and the perceived impact of school heads' use of power.

Table 3.   Test of Relationships between School Heads' Use of
Power and Teacher Empowerment

	Teacher Empowerment			
	Pearson Correlation	**N**	**Sig. (2-tailed)**	**Inter**
School Heads' Use of Power	0.224*	358	0.000	S
Expert	0.201*		0.000	S

Reward	0.245*	0.000	S
Referent	0.089	0.093	NS
Coercive	0.044	0.403	NS
Legitimate	0.283*	0.000	S

* - Significant at .05 level (2-tailed)   NS - Not Significant

S - Significant   Inter - Interpretation

Table 3 shows the test of relationship between school heads' use of power and teacher empowerment. Based on the table, the school heads' use of power significantly relate to the level of empowerment of the teachers, (p (two-tailed) <0.05). However, by looking at its dimensions, expert, reward and legitimate powers significantly relate to the level of empowerment, while referent and coercive powers did not. This result means that the level of competency, disposition and rightfulness of the school heads in fulfilling their mandates are determinants of the effectiveness of teachers in implementing curricular and other curriculum-related activities, empowering learners to be independent, going to graduate studies, radiating positivism towards colleagues and by making teachers function in a professional environment.

This confirms the findings of Lintner (2008) that the school heads' use of power was a significant factor of empowering teachers particularly legitimate power. It can significantly increase sense of empowerment however; it negates that referent power base can affect sense of empowerment of teachers.

In the interviews conducted, it could be inferred that the findings were supported by the responses of the teachers in the interview that the level of competency, disposition and rightfulness of the school heads in fulfilling their mandates are determinants of the effectiveness of teachers in implementing curricular and other curriculum-related activities, empowering learners to be independent, continuing professional advancement, radiating positivism

towards colleagues and by making themselves function in a professional environment.

Conclusion and Recommendations

This study focused on determining the teacher empowerment and school head's use of power. It has been believed that teacher's commitment strengthens empowerment and is affected by the relationship towards the school heads, profession and organization. For this reason, this study aimed to determine the teachers' level of empowerment.

The level of empowerment is very high. This leads to the following implications: teachers are functioning in a professional environment where they earn the support and respect of their colleagues; they are highly given the opportunity to participate in staff development and are also given the opportunity to continue learning teachers have the ability to help students learn, and the competency in building effective programs for students and can effect changes in student learning. The degree of impact of school heads' use of power in terms of expert, referent, reward and legitimate powers is high while coercive power is average. The school heads' use of power was significantly related to the level of empowerment of the teachers. When it comes to its specific dimensions, only expert, reward and legitimate powers were found to be significant related to the level of empowerment. This implies that teachers are empowered when their school heads manifest good character and possess knowledge and expertise in instructional leadership and administrative managerial. Relatively, teachers are less likely to be empowered when they observe that their school heads punish or threaten them for failures and disappointing actions or reward them for outstanding achievements. This is because school heads have less opportunity in rewarding due to security of tenure and grievance procedure, respectively (Lintner, 2008).

Involvement of teachers in the school-based management should be intensified especially in budget planning to increase teachers' participation and awareness in the allocation of school funds. Teachers should be consulted and involved in the implementation and monitoring of school programs and other curriculum-related programs in order to increase their awareness and participation of matters concerning them.

DepEd should intensify its professional development program for school head by conducting lecture series, in-service trainings and short courses on instructional leadership and administrative managerial competence. Another study should be conducted similar to the present study but with the use of pure qualitative approach since it was found out by the researcher that qualitative approach with the use of observation and unstructured interview brought out responses straight from the heart of the interviewees. Also, there should be other variables in the profile of the teachers like civil status, socio-economic status such as salary grade, net take home pay and number of loans and teaching position because the interview results shown a theme regarding the role of salary, income and benefits as determinant of commitment. A study about the impact of teacher empowerment to the academic achievement of students should be investigated.

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Acknowledgment

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Appendix A.

Questionnaire on professional and organizational commitment, organizational citizenship behavior and empowerment of teachers

The information that you are going to provide will be taken with utmost appreciation and will be kept confidential. Please put a check mark (/) on the items that best describe your answer using the scale below or write the responses on the items in the blank spaces provided.

Part I – Teacher's Profile

Name (Optional): _____

Age: _____

School: _____

School District: _____

Gender: [ ] Male   [ ] Female

Educational Attainment:

[ ] Bachelor's Degree
[ ] With Masteral Units   [ ] Masteral Degree
[ ] With Doctorate Units   [ ] Doctorate Degree

Years of Teaching Experience: _____

Year or Grade taught (you may have multiple responses):

[ ] Preschool   [ ] Grade VII (First Year Level)
[ ] Grade I   [ ] Second Year Level
[ ] Grade II   [ ] Third Year Level
[ ] Grade III   [ ] Fourth Year Level

[ ] Grade IV   [ ]   Special Education

[ ] Grade V   [ ]   Alternative Learning System (ALS)

[ ] Grade VI

Subject Taught (you may have multiple responses):

[ ]   Reading

[ ]   English

[ ]   Mathematics

[ ]   Science

[ ]   Filipino

[ ]   Araling Panlipunan

[ ]   Music, Arts, Physical Education and Health

[ ]   Technology and Livelihood Education/Edukasyong Pantahanan at Pangkabuhayan

[ ]   Values Education/Edukasyong Pagpapahalaga

[ ]   Citizenship Advancement Training

[ ]   Others, please specify

_____.

Other Assignments Aside from Teaching (you may have multiple responses):

[ ]   Subject Area Coordinatorship

[ ]   Club Advisorship/Co-Advisorship/Assistant Advisorship

[ ]   Office-Related Coordinatorship such as School Improvement Planning Coordinatorship, Records in-charge, etc.

[ ]   Committee Chairmanship/Membership

[ ]   Others, please specify

_____.

School Type:

Elementary

[ ] Monograde
[ ] Multigrade
[ ] SPED
[ ] Central
[ ] Non-Central
[ ] Others, please
specify _____.

Secondary

[ ] General (National
High School)
[ ] Special Science
[ ] Tech-Voc
[ ] SPED Night
[ ] Main
[ ] Extension
[ ] Others, please
specify _____.

School Location:

[ ] Barangay School [ ] Central School

Part V – Teacher Empowerment

Please rate the following statements in terms of how it relates to what you feel about. Rate each statement on the following rating scale:

Strongly Disagree (SD) - 1
Disagree (D) - 2
Neutral (N) - 3
Agree (A) - 4
Strongly Agree (SA) - 5

	SA	A	N	D	SD
1. I am given the responsibility to monitor programs.					
2. I function in a professional environment.					

3.	I believe that I have earned respect.					
4.	I believe that I am helping pupils/ students become independent learners.					
5.	I have control over daily schedules.					
6.	I believe that I have the ability to get things done.					
7.	I make decisions about the implementation of new programs in the school.					
8.	I am treated as a professional.					
9.	I believe that I am very effective.					
10.	I believe that I am empowering pupils/students.					
11.	I am able to teach as I choose.					
12.	I participate in staff development.					
13.	I make decisions about the selection of other teachers for my school.					
14.	I have the opportunity for professional growth.					
15.	I have the respect of my colleagues					
16.	I feel that I am involved in an important program for children.					
17.	I have the freedom to make decisions on what is taught.					
18.	I believe that I am having an impact.					
19.	I am involved in school budget decisions					
20.	I work at a school where kids come first.					

No.	Statement					
21.	I have the support and respect of my colleagues.					
22.	I see students learn.					
23.	I make decisions about curriculum.					
24.	I am a decision maker.					
25.	I am given the opportunity to teach other teachers.					
26.	I am given the opportunity to continue learning.					
27.	I have a strong base knowledge in the areas in which I teach.					
28.	I believe that I have the opportunity to grow by working daily with students.					
29.	I perceive that I have the opportunity to influence others.					
30.	I can determine my own schedule.					
31.	I have the opportunity to collaborate with other teachers in my school.					
32.	I perceive that I make a difference.					
33.	School heads, other teachers, and school personnel solicit my advice.					
34.	I believe that I am good at what I do.					
35.	I can plan my own schedule.					
36.	I perceive that I have an impact on other teachers and students.					
37.	My advice is solicited by others.					
38.	I have an opportunity to teach other teachers about innovative ideas.					

Part VI – Perceived school heads' Use of Power

Please rate the following statements in terms of how it relates to what you feel about. Rate each statement on the following rating scale:

Strongly Disagree (SD) - 1
Disagree (D) - 2
Neutral (N) - 3
Agree (A) - 4
Strongly Agree (SA) - 5

	SA	A	N	D	SD
1. My school head has a pleasing personality.					
2. My school head can take disciplinary action against me for insubordination or disobedience.					
3. I approach my school head for advice on work-related problems because he/she is usually right.					
4. My school head can recommend me for merit recognition if my performance is especially good.					
5. When a tough job comes up my school head has the technical "know how" to get it done.					
6. It is reasonable for my school head to decide what he/she wants me to do.					
7. My school head has specialized training in his/her field.					
8. My school head is justified in expecting cooperation from me in work related matters.					

9. My school head can fire me if my performance is consistently below standards.					
10. My school head does not have the expert knowledge I need to perform my job.					
11. My school head can provide opportunities for my advancement if my work is outstanding.					
12. I don't want to identify myself with my school head.					
13. My school head's position entitles him/her to expect support of his/her policies from me.					
14. My school head can suspend me if I am habitually late in coming to work.					
15. My school head cannot get me a pay raise even if I do my job well.					
16. My school head can see to it that I get no pay raise if my work is unsatisfactory.					
17. I prefer to do what my school head suggests because he/she has high professional expertise.					
18. My school head has considerable professional experience to draw from in helping me to do my work.					
19. I admire my school head because he/she treats every person fairly.					
20. My school head can fire me if I neglect my duties.					
21. I like the personal qualities of my school head.					
22. If I put forth extra effort, my school head can take it into consideration to determine my pay raise					

23. My school head's position does not give him/her the authority to change the procedures of my work.					
24. I want to develop a good interpersonal relationship with my school head.					
25. My school head is not the type of person I enjoy working with.					
26. I should do what my school head wants because he/she is my superior.					
27. My school head can get me a bonus for earning a good performance rating.					
28. My school head can recommend a promotion for me if my performance is consistently above average.					
29. My school head has the right to expect me to carry out his/her instructions.					

Appendix B.

Interview guide during the face-to-face interview

Q #9   How do you define teacher empowerment?

Q #10   What do you view as limitations and facilitating factors of teacher empowerment?

Q #11   What do you see school heads, in general, doing that limits or promotes teacher empowerment?

Appendix C.

Sample Transcripts

Q #9   How do you define teacher empowerment?

Balicuatro

1. Teacher empowerment in my own opinion is giving the teacher the right, authority, and privileges to do what he/she wanted to, just making sure that it would promote progress towards work and to the school.
2. empowerment-a state of doing the work by your own and without being told always, but you have to consult your head if needed
3. it is where the teaching transmit knowledge and students learn from it. Easily got along with the students, be respected and be admired by the students.
4. By functioning professionally and giving teacher the freedom to exercise his expertise and show his competency without forcing him to do what the school head want to be done.
5. It is about making teachers part of the struggle of the scarcity of the challenges of school. Giving the teacher the chance to take part of the strategies of the school.

Pacific

6. Allowing teachers to speak their minds, participate in the formulation of school policies/plans and explore their horizons. For me, it also means motivating them to do their job well and not scare them just so they would abide by the rules.
7. empowered teacher is the one that can get hold of your pupils. Respected by pupils and see that pupils learn.

8. teacher empowerment is doing and working for what is necessary. When one is empowered you do not wait for any instructions just for you to work. When a teacher is empowered he can stand, decides fairly and truthfully even if head is not around according to your function as a teacher.

Central

9. respected by others that will begin from self-respect. Knows the needs of his/her learner must decide what is the best of his learner because he fronts the class.

10. For me empowering teachers would be realized if there is respect among the co-workers, making teachers part of the attainment of the vision of school and allowing teachers to pursue graduate education by recommending teachers to scholarships.

11. empowerment to me means a shared decision and for me teacher empowerment is giving teachers the right to participate in the determination of self goals and policies, to exercise professional judgment about what and how to teach, because it will increased teacher job performance and productivity improve teacher morale, it also increase their knowledge, subject matter and pedagogy and they will be more motivated and higher the students' achievement.

Q #10   What do you view as limitations and facilitating factors of teacher empowerment?

Balicuatro

1. One limitation of teacher empowerment is it should not be used for self interest purposes. While, one facilitating factor of teacher empowerment is when the school head is not doing his/her task devotedly and they are just disseminating their jobs to the

teachers. This situation causes the teachers to be empowered, thus, creating chaos to the group.

2. the limitation, this maybe the time that, you may have to ask permission from your head especially when there is a decision making.

3. lack of teachers seminar.

4. Teachers are being insulted by the school head. School which is not conducive to work. School head who is not easy to work with.

Pacific

5. School heads who do not care of the welfare and career advancement of teachers. School head who are self-centered and corrupt.

6. Guidance. Teachers who are guided in work-related tasks.

7. If teachers are helping each other, cooperation among the teachers and school ehad and respect of others towards the work of others..

8. as the limitations of teacher empowerment, a teacher should always be under the principles and standards set by the school. In terms of major decision making the head of the school should always be informed.

9. sincerest concern for teachers

Central

10. teachers are not guided properly by the school head. Colleagues are not cooperative.

11. tolerance without basis. Force to obey. Insult through decision.

12. the school heads may limit the promotion of a teacher that's limitation promote teacher empowerment. Other facilitating factors that affect the sense of "teacher empowerment" like poor administrative staff, quality or standards, lack of communication, societal issues, non teaching duties, consistency

and fairness of the principal, include also about the discipline issue and I think meaningful decision by all members

Q #11 What do you see school heads, in general, doing that limits or promotes teacher empowerment?

Balicuatro

1. For me those school heads doing that limits or promotes teacher empowerment, I think they are the kind of school heads who are considered half-baked. Because teacher empowerment will not exist if they are really deserving, knowledgeable, and adept to be one. Becoming such is really tough, they should be well equipped with great knowledge and experiences. These will lead them to become a successful school head.
2. a good leader, is a good follower.
3. ipadara sa mga seminars regarding sa ak pagtotdo para hibaru sa ungod kay san kaiha ko pa pagtinutdo, ini nga mga mayor dire gud nira masusugad nga a pagtutdo maiimod sa pagigin-baltok ug pagi-guin bata kay an pagtutdo mag uupay la kon maiha kana sa serbisyo ngan naimod mo na an hibaru ngan kina-iya san bata
4. School heads showing concern and full support for their teachers promote empowerment.

Pacific

5. Teachers are not part of the school panning and not consulted of the changes of the school that would affect teachers' work.
6. Teachers are not part of the decision-making. Teachers are being mandated to do even it is insulting

the teaching. Forcing teachers to pass students that are close to the school heads. Teachers are threatened that they will not be promoted if will not follow instructions.

7. update new strategies forms. Constructive evaluation. Help get promoted.

8. a school head that promotes teachers empowerment is an effective head, he doesn't manipulate the authority or power. He gives chance to his subordinates to improve and to grow. It's an opportunity also for the teachers to show their leadership and a preparation for them to become a head in the future. In this kind of school, everybody will be working hard and has the opportunity to show their best that they can.

Central

9. you not allowed to make decision even if its purpose is for the betterment of the school.

10. cannot stand beside you with his decision mandated. Updated with issues. Knows what she is doing.

11. for me the role of school head or teacher leaders in school is becoming prevalent. If he she limit or promotes empowerment because he/she is the one who determines the success of teachers, but I believe that school heads "built in" every teacher to become a leader, because teachers served as role model to our society And I think for me the decision of the school head in doing limiting or promoting the empowerment of a teacher will make a break the instruction and curriculum. And I believe it's a critical decision for the school heads to decide who will be promoted or who will be still be limited.