

PROBING TEACHERS' VIEWS ON WOMEN EMPOWERMENT IN THE WORKPLACE: EXPLORATORY APPROACH

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ABSTRACT

Over the past few decades, women's empowerment has been a topic of intense debate and thought. This agenda has also been at the top of the lists for most government plans and initiatives. This study sought to answer what are the views of the teachers on women empowerment in the workplace. This study also determined the indicators in the questionnaire developed in determining the teacher-empowerment practices of the school heads. An exploratory-sequential mixed method design was used. In this design, the researcher first conducted a qualitative investigation of the research issue with a small group of people. The qualitative findings are then used to help construct items and scales for a quantitative survey instrument based on the themes that emerged from the respondents' responses. The researcher quantitatively deployed and validated the designed instrument in the second data gathering phase. Seven public school teachers participated in an in-depth interview and ten participated in a focus group discussion. One hundred fifty teachers were asked to participate in the study's validity and reliability test of the instrument that was constructed based on the qualitative investigation. The teachers' views on empowerment in the workplace generated themes such as professional development; holistic growth; and volunteerism and commitment; support and motivation; mentoring; creativity; and student engagement. Based on the results of qualitative and quantitative analysis, the measurement tool suitable for evaluating teacher empowerment in the workplace is a five-factor model of Teachers' Views on Women Empowerment in the Workplace scale with 31 items.

Keywords: Teachers, Views, Women Empowerment, Workplace, Exploratory-Sequential Approach

INTRODUCTION

Over the past few decades, women's empowerment has been a topic of intense debate and thought. This agenda has also been at the top of the lists for most government plans and initiatives. Every country has made efforts to solve this problem and improve the socioeconomic standing of women. However, it has been noted that the majority of policies and initiatives primarily consider empowerment in the economic sense, ignoring other factors like health, education, and literacy in the process (Sama, 2017). Only little more than 35% of STEM graduates worldwide are women, a persistent under-representation in the fields of science, technology, engineering, and mathematics. Less than one third of researchers worldwide are women, another minority group in scientific research and development (United Nations, 2020). One of the pressing challenges is the empowerment of women. However, many women other countries miss out on possibilities in a variety of employment fields, and many treat them differently simply because they are female (Agrawal, 2021).

In fact, according to Bill Gates, one of the world's wealthiest men, virtually every company will be going out and empowering their employees with a specific set of tools, and the big difference in how much value is received from that will be how much the company takes a step back and really thinks about how their business can change, how their project management, customer feedback, and planning cycles can all be quite different (Daskal, 2015). Gates is a visionary leader. That's because he had a clear vision, was passionate about his profession, and that emotion energized the individuals who would follow him (Miller, 2021).

Involving the team in decision-making, giving them a participatory role that capitalizes on their own expertise and judgment, and increasing their sense of both individual value and devotion to the company, empowerment is a means of empowering people. Empowerment also exhibits good listening skills and concern for the contributions of all members of a team (Huntoon, 2018). It's a masterful blend of individuality and commitment, aided by trust. It can foster a sense of purpose in work by involving employees in projects both as a team and individually. The fundamental goal of empowerment is to restore meaning to work, based on a clear vision, mission, and set of goals. It can also foster a sense of team spirit while encouraging initiative and risk-taking (Saint-Gobain, 2019).

In the context of employee empowerment, firms give their employees with a certain level of autonomy and control over their daily operations. Having a say in process improvement, assisting in the development and management of new systems and techniques, and leading smaller departments with less scrutiny from higher-level management are all examples of this. Employee empowerment is based on giving employees the ability to make crucial decisions and assisting them in ensuring that such decisions are proper. When effectively implemented, this should result in increased productivity and a higher quality of work and work life for employees (ASQ Quality Press, 2021). Empowering leadership was linked to lower employee cynicism both directly and indirectly through employee psychological empowerment, according to Lorinkova and Perry (2014) research. Employees may reciprocate frustrating experiences by retreating in subtle, but impactful and deviant ways in an effort to balance their interaction with the business, according to a study that found cynicism was linked to increased time theft.

Empowering employees and fueling their creativity can be motivating, but it can also impose additional burdens and stress, which can affect their daily performance. Managers must recognize that empowered leadership has its boundaries, and that elements such as trust and experience influence how their actions are perceived (Lee et al., 2018). The obstacles experienced by individuals who were empowered include a low tolerance for failure and being penalized for failure disproportionately more than rewarded for success, which discourages employees from 'stepping up,' as well as confirmation bias that they can't or should not (De Smet et al., 2020). If employees aren't engaged, a company can't survive. Employees are less likely to be engaged at work if they don't feel empowered. According to a 2019 Employee Engagement Report, 33% of employees feel underappreciated at work. A mere 10% compensation rise would entice 43 percent of employees to leave their current employers. They blamed it on shaky company cultures. These challenges can be addressed with the correct team empowerment tactics (Eatough, 2021).

The importance of being an empowered teacher is emphasized by many educational experts. The concept of empowerment, on the other hand, can appear abstract, and its meaning in relation to education is sometimes ambiguous. Empowered instructors must be able to exercise their own professional judgment without being controlled by others, hence building a hierarchy in which some teachers have power while others are helpless in education opposes the empowerment process (O'Sullivan, 2015). Despite the fact that previous study has mostly focused on the positive consequences of empowering leadership, little research has been done in this area to see if more empowering leadership is indeed related with more desirable outcomes in all circumstances (Cheong, et al., 2016). This is accomplished by providing teachers with the opportunity to participate in the development of school goals and policies based on their professional judgment. Teachers can uncover their potential and limitations for themselves while also increasing competence in their professional development by empowering them. As a result, teacher empowerment is a critical problem (Balyer et al., 2017).

Teacher empowerment, as a critical problem, must be investigated based on the viewpoints of the teachers themselves. This is the focus of this study, with the goal of obtaining firsthand knowledge from teachers who have experienced how empowerment is exercised in their particular fields of work. Because it presents itself in the local setting where the researcher is working, this study replicates the gap in Wall's (2012) study. According to Wall, the nature of the principal-teacher connection determines the capacity to enrich the lives of others while improving school effectiveness. Other people's lives are better served by principals who empower their staff to create and cultivate connections with teachers that encourage mutual respect, shared purpose, collective decision-making, collegial ties, and a desire for one other's success. Because of this connection, it's critical to investigate teacher perceptions of their primary leader power bases to see if they have any connection to teacher empowerment. Principals can use their leadership capacity to build relationships and empower teachers by encouraging them to become more involved in their schools.

This research will be useful to both school administrators and teachers because the findings can be used as a benchmark for improving school leadership and the working environment in which all teachers are motivated to work in order to improve the delivery of high-quality education to their students. Teachers' voices will be heard, and solutions to fulfill their empowering needs or wants will be established. As a result, they will recognize their importance in the profession and will be inspired to serve as leaders in their individual schools.

FRAMEWORK

Empowerment was resisted by many managers because they feared it would lead to anarchy, in which employees would go their own way and do their own thing, disregarding corporate needs or manager wishes. Most people are generally lazy and not particularly clever, and they need to be regulated, externally motivated, and constantly urged to do outstanding work, according to McGregor's "Theory X" premise (Smallwood, 2017).

On a pragmatic point of view, the researcher conducted this study to probe the views of women in their work environment, particularly in school. The combination of qualitative and quantitative approaches was used to have a broader understanding of the empowerment topic of the study. The researcher considered that to best gain answers on the research questions, it is

more fitting to determine the views of women on empowerment by encompassing their lived experiences on empowerment in their respective schools and their responses utilized as factors in quantifying their views.

Empowerment theory is used by researchers to investigate relationships between people in a variety of social, organizational, educational, and political contexts. Empowerment theory is frequently associated with Paulo Freire's landmark work in the realm of education. Freire emphasizes the need of empowering disadvantaged people by empowering them to take charge of their own learning and build a better awareness of their own place within a community through active involvement and engagement. Activations and activities of participation within a particular social environment, such as an individual's actions and activities, can lead to empowerment or disempowerment. When a person feels empowered, he or she has a larger sense of intrinsic motivation and self-confidence; on the other hand, when a person feels disempowered, motivation and self-confidence are reduced (O'Byrne, 2018).

According to Orgambdez-Ramos & Borrego-Alés (2014), empowerment becomes vital at both the individual and organizational levels as more organizations search for individuals who take initiative and adapt creatively to job problems. Employees that are empowered are more content with their jobs, as well as more devoted and productive. This supports Kanter's structural empowerment theory, which states that job satisfaction is determined by access to opportunity, resources, support, and information, as well as two types of power, formal and informal. According to Rothman et al., (2019)'s review of organizational empowerment (OE), intra-, inter-, and extra-organizational empowerment all have an impact on one another, and evidence for processes and outcomes on intra-organizational empowerment has increased, but evidence for the other two components is limited. Professionals, leaders in human service organizations, educators, and academics will benefit from the findings. The knowledge may be applied to improve practice; educators can incorporate the findings into their programs; and researchers can use the findings to further the development of OE.

The notion behind empowerment theory is that empowering people can improve their chances of success. With the goal of creating a responsive society, this strengthens personal and interpersonal power. Disempowering societal processes in marginalized populations lead to a sense of helplessness. Empowerment theory encourages people to take action and engage in activities that give them a sense of agency and empowerment (Naidoo, 2015). The most important construct for school effectiveness is teacher empowerment. Empowerment is based on the concept that when teachers are made participants in decision-making processes where teacher-related issues are handled, the organization's efficiency improves (Kauts & Kaur, 2020). Teachers feel empowered when they have authority over their curriculum and the flexibility to contribute meaningful input into school-wide choices, according to Martin's (2020) study.

METHOD

Research Design

The researcher employed a sequential-exploratory mixed method research design in conducting this investigation. In this design, the researcher first conducted a qualitative investigation of the research issue with a small group of people. The qualitative findings are then

used to help construct items and scales for a quantitative survey instrument based on the themes that emerged from the respondents' responses. The researcher quantitatively deployed and validated the designed instrument in the second data gathering phase. The development of the instrument items connected the qualitative and quantitative methodologies in this design.

The exploratory mixed method research design assumes that an investigation is required for one of several reasons: measures or instruments are unavailable, variables are unknown, or there is no guiding framework or theory. This design is best suited for investigating a phenomenon because it starts qualitatively. When a researcher wants to construct and test an instrument since one isn't accessible or identify significant factors to analyze quantitatively when the variables are unknown, this design comes in handy. It's particularly useful when a researcher wants to generalize findings to different populations, test features of an emerging theory or categorization, or investigate a phenomenon in depth before calculating its prevalence (Creswell et al., 2003).

Respondents

The study's participants were public school teachers from Carmen South District, Carmen Municipality, Cotabato. Seven public school teachers participated in an in-depth interview and ten participated in a focus group discussion. One hundred fifty teachers were asked to participate in the study's validity and reliability test of the instrument that was constructed based on the qualitative investigation.

Instruments

The structured guide questions for the key informant interview and focus group discussion regarding teachers' views on empowerment was utilized as the basis of the questions in the qualitative phase of this study. The key informant interview questions were prepared based on the teachers' personal experiences with empowerment. The interview guide questionnaire was composed of three core questions with corresponding probing questions. Its content was subjected for its validity. The core questions are: 1. What are your views on empowerment at your workplace? 2. How can teachers be empowered? and 3. What are the benefits of being empowered?

Statistical Tools

In the reliability test, the computation of Cronbach's Alpha was utilized to analyze the internal consistency of the items as well as the constructed instrument. The extent to which the items that make up the scale accurately represent or measure the information being assessed were determined by content validity. The data was evaluated in the qualitative phase by determining the topic from the collected data gathered from the interview.

RESULTS AND DISCUSSIONS

This section of the study contains the qualitative and quantitative data gathered to which thematic analysis on the responses from the interview and statistical analysis of the quantitative data were presented alongside with the corresponding discussions.

Qualitative Phase

Professional Development

One of the themes that emerged on the views of teachers on women empowerment in the workplace is professional development. Lean (not her real name) shared that women empowerment in the workplace is slowly increasing because of activities like women's month and gender equality seminars and trainings. Tony (not her real name) also added that empowerment is about being able to perform your tasks and at the same time enjoy what you are doing, it comes with peace of mind and contentment. Lanie (not her real name) said that "women empowerment provides learning experiences such as trainings, workshops and seminars, may it be free or not." Other responses from the participants on their views on women empowerment include:

Empowerment means providing employees with resources, authority, opportunity and motivation to do their works. IDI5

Schools must provide their employees with anything they need to empower them. IDI4

Empowerment means teachers eagerly spend time and respond to the training seminar workshop for self-improvement or educational development and enroll in graduate schools can empower them. IDI2

I feel empowered when I attended seminars, meetings and workshop. FGD8

When I attend seminars, and important meetings. FGD5

The theme of the responses implies that teachers view that they were empowered whenever their role as women in the workplace was emphasized especially that teachers also need to empower their students. Empowered women in the workplace desire to be taught, to grow as a woman and as a professional, that is why continued education is a manifestation that a woman is empowered, she can support herself, teach and learn at the same time.

The views of the teachers align with the definition on professional development. According to Aboelkhair (2018), professional growth relates to teachers' perceptions that the school gives them with opportunity to grow and develop professionally, to learn more, and to broaden their skills while at work. Professional development is defined as a planned and supported learning

opportunity aimed at improving the competence, skills, and knowledge of teachers Further, Antley (2020), states that after a person has entered the employment, professional development refers to continuing education and career training to assist them gain new skills, stay current on current trends, and progress their careers. Professional development is to provide professionals with the opportunity to learn and use new skills and knowledge that will benefit them in their jobs and help them advance their careers.

Holistic Growth

Jackie (not her real name) said that empowerment for her means being able to meet the needs of the mind, heart, and body. Teachers cannot work well when there is an imbalance. There are good teachers who fail in teaching because they are very stressed at home or even in school. Mental breakdown is common especially during the pandemic when almost everything changed. The stress caused by the pandemic needs a thorough review and evaluation in the education sector as both teachers and students experienced pressure and task overload. Apple (not her real name) also added that when an employee is being empowered, the people around her is also empowered, like her students.

Cris (not her real name) shared her experience when she felt empowered it gave her confidence to finish her tasks, it also showed her to believe in herself. She feels empowered every time she receives support from her superior and coworkers. He added that knowledge and skills are not only learned during college days, a teacher learns more when he/she is already in the field. Here are the other responses from the participants:

Empowerment can raise the morals of employees. FGD2

It enhances physical and mental capacities of a human being. FGD5

Empowerment can also help individuals develop coping skills to adjust to their environment. FGD5

It builds up confidence and rapport amongst the workers in a workplace. IDI1

There is a lot of things to empower our workplace but these things for sure to make it possible is to have an ability to accomplish something, have unity and peace, and most important is have peace of mind. IDI3

The generated theme implies that it is important that the school, as their workplace, must see to it that their needs are also checked. Through this, they feel empowered if concerns were given on them that promotes their holistic growth as women.

Helping others become empowered encourages optimism and a "can-do" attitude, which helps you get things done faster and better (American Society of Administrative Professionals, 2017). Teachers' views on empowerment relate to an article stating that teachers used to believe that they had the most power, that opportunities for professional development, continuous learning, and the development

of skills for working life were provided for them, that they could choose subjects that were relevant to them, and that they would receive respect and professional praise from their colleagues, allowing them to work more efficiently at the school where they worked (Najafi, 2018).

Volunteerism and Commitment

According to Norelie (not her real name), there are times that she and her fellow teachers get really tired with the overwhelming tasks at school, but they still choose to volunteer in community events like during fiestas and holidays as sign of their commitment. There are times that they volunteer to help facilitate the release of cash allowance as assistance for poor families. She added that even Saturdays and Sundays, when they are called by their school head, they voluntarily spend their time and effort to improve school engagement and for the growth of their school.

More responses include:

As a role model in our workplace, we should always volunteer ourselves to make something good and perfectly succeed in our tasks. IDI3

Teaching with participative learning is more than a job opportunity. IDI6

When I fully did my best to impart knowledge to the pupils I feel empowered. FGD7

I can empower individuals to become their own advocates. FGD8

Teachers must show the good values to the people in the community and to the students. FGD8

The responses imply that empowerment in the teachers' work environment happen at instances wherein they were given opportunity to act voluntarily beyond their tasks and responsibilities as classroom teachers. When empowered, they renew their commitment among themselves in the teaching profession.

The result and implication were supported by Gabra, Yousef, and Abood, (2019) who state that process of empowerment increases creativity and initiative of people and individuals committed to work more and increases job satisfaction. Empowerment is employed in a variety of settings, from management to education, and it is used to empower employees in the management industry and teachers in the education field. Administrators' empowerment of teachers can strengthen teachers' commitments to their schools by expanding their relationship with the school (Kiral, 2020). According to Flaherty (2018), empowerment can exist and function in a variety of ways both inside and outside the classroom, just as power exists and acts in a variety of ways in schools. These descriptions on empowerment were reflected in the interview of the teacher-participants of this study.

Table 1
Themes and Core Ideas on Teachers' Views on Women Empowerment in the Workplace

Major Themes	Core Ideas
Professional Development	Empowerment is providing employees with resources, authority, opportunity and motivation to do their works.
	It means to provide their employees with anything they need.
	Teachers eagerly spend time and respond to the training seminar workshop for self-improvement or educational development and enrolling at a graduate schools for a master's or doctoral degree.
	When I attended seminars, meetings and workshop.
	Empowerment is attending seminars and meetings.
Holistic Growth	Empowerment can raise the morals of employees.
	It enhance physical and mental capacity of a human being.
	Empowerment can also help individuals develop coping skills to adjust to their environment.
	Empowerment builds up confidence and rapport amongst the workers in a workplace.
	To make it possible is to have an ability to accomplish something, have unity and peace, and most important is have peace of mind.
Volunteerism and Commitment	As a role model in our workplace, we should always volunteer ourselves to make something good and perfectly succeed in one thing.
	Teaching with participative learning is more than a job opportunity.
	When I fully did my best to impart knowledge to the pupils.
	Empowered teachers can empower individuals to become their own advocates.

Support and Motivation

Teachers always need the support and motivation from their organization. Support and motivation are one of the themes of teachers' views on how to empower teachers. Marylyn (not her real name) said that there was a time that she felt being motivated because her school head gave her a simple token of appreciation when she helped during a school evaluation from the Division Office. Although that was just a very small and simple gesture, she felt motivated to contribute more every time there is a school event. She added that she supports school activities and programs because she is also supported by the school when she needs support.

Lynn (not her real name) shared her experience when she did not feel the support from her colleagues and she felt being betrayed by them, she said that the feeling was worst and

uncomfortable. That is why, on her next place of assignment she wanted to be motivated and supported, she always works with honesty and chooses to be truthful in everything she does. She is now much contented and empowered because her colleagues are supportive and honest. She also added that the support of colleagues makes every task easy and she feels motivated to perform more and participate in every activity of the school. Mely (not her real name) feels empowered when some important tasks are delegated to her. She said that being trusted is empowering, it means you can do the job and you can also become a school head or a leader.

Other responses from the participants from in-depth interview and focus group discussion include:

I felt empowered when I was an OIC when the school head is busy managing the school. FGD9

School heads need to create an action to make an improvement and set a reasonable goal. IDI3

Motivation- through this, I can share my ideas on various reports or programs. IDI4

*I believe in support such as professional learning development such as seminars and trainings. IDI5
Increase the trust and commitment in your employees, improve productivity, and make sure that the right people are performing the tasks that best suit them. IDI6*

The theme of the responses implies that empowerment can be viewed in many forms of support that can be extended to teachers. Aside from professional development, support can be in a form of simple tapping at the back, smile, or a generous smile. School heads need to understand that support and motivation comes in various ways. School heads need to understand that support and motivation comes in various ways.

According to Myers (2019), managers who demonstrate empowering leadership behaviors by encouraging, supporting, and teaching their employees set the tone for a work environment that fosters growth, development, and culture. In making the choice to build the confidence of their employees, the outcome is perceived competence, meaningfulness, impact, and responsibility. Wong (2020) also suggest that empowering employees through greater autonomy has been directly linked to increased employee motivation. Experts agree that employees who have more control over how, when, and where they do their job will work harder and find their work more engaging. And given the chance to show off what they can do, employees will put their best foot forward and feel more satisfied at the end of the day.

Mentoring

Another theme on teachers' perceptions on how to empower teachers is mentoring. Most of the participants answered that school heads play a significant role in empowerment. Rizza (not her real name) explained that a selfish leader does not do mentoring, but a wise leader is not insecure, thus, he/she shares important information and knowledge that will help others. She also experienced when her superior kept important information from her so she could not do her tasks

well. There are leaders whom you cannot really trust, they break you instead of building you, and you do not know their reasons why they always feel threatened to be replaced by someone young and motivated. It is sad that some leaders are like that. On the other hand, Kara (not her real name) was excited when she told her experience about a good leader and bright mentor. Her colleague was a Master Teacher, and she always helps Kara whenever she needs support and need forms or data. She idolizes that Master Teacher, and she believes that being a kind and generous colleague is a sign that that person is meant to become a leader. More responses include:

Empowering is coaching, teaching, facilitating, spearheading and these make me feel empowered. IDI2

Being a good model or leader is empowering to subordinates. IDI7

Teachers can be empowered by building trust via transparency leadership prerequisites. FGD4

School heads need to create opportunities among teachers with clear expectations. FGD6

We need leadership that creates opportunities that match your skills. FGD10

The responses of teachers on their views on empowerment imply that mentoring is one of the qualities of a good leader. A school head shares his/her knowledge in order to create more leaders in the organization. For them, mentoring simply means showing and leading the way to empower others. Furthermore, teachers who are mentored well will also mentor others by simply paying it forward. Having a mentor is like a coach who will be a guide to perform better.

According to the study of Weese (2021), mentoring practices and benefits had substantial or moderate positive relationships to structural empowerment and psychological empowerment in all areas. Coaching and mentoring serve as learning tools in the workplace that can lead to empowering your employees. The employees who are coached and mentored often receive the greatest benefit, but the coach or mentor also benefits and may feel a sense of empowerment from the relationship. Mentoring program creates a sense of teamwork and often boosts morale for employees (Frost, 2022). When in a mentoring relationship with their employee, a leader can share their organizational goals, knowledge and expertise. By identifying the mentee's strengths and potential, the mentor can help develop and improve their skill set, and confidence (Doody, 2022).

Table 2
Themes and Core Ideas on How to Empower Teachers

Major Themes	Core Ideas
	I act as OIC when the school head is busy managing the school and I feel also her support to me when she delegates some tasks to me.
	I create an action to make an improvement and set a reasonable goal.

Support and Motivation	Motivation- through this, I can share my ideas on various reports or programs.
	I feel empowered when there is support such as professional learning development such as seminars and trainings.
	Increase trust and commitment with your employees, improve productivity, and make sure that the right people are performing the task that best suit them.
Mentoring	Coaching, teaching, facilitating, spearheading make me empowered.
	Being a good model or leader.
	By building trust via transparency leadership prerequisites
	Create opportunities with clear expectation.
	Leadership that creates opportunities that match your skills.

Creativity

A theme that emerged from the interviews and discussions on the benefits of being an empowered teacher is creativity. Joanne (not her real name) happily shared that she got to use her creativity at school during activities and programs. Aside from being a teacher, she said that there are many tasks that need creativity and innovation to make the workload lighter. Creativity is being able to express and realize your ideas. Jie (not her real name) also said that being empowered enabled her to create more ideas and apply it in her classroom. In fact, she was awarded by her school head on her creativity and that made her realize that empowerment brings out the creativity among teachers. Lynn and Kara, Rizza, and Mely sadi the following:

Being empowered means improved creativity. FGD3

It creates more creative teachers. FGD4

Empowerment means we can adapt to modern way of teaching. FGD5

If the employee is empowered, he/she is a motivated one, had a greater trust in leadership and can improve creativity. IDI4

There is an improved creativity. IDI6

An implication that can be derived from the responses of teacher-participants in the interviews was that creativity is an essential aspect for learning and teaching since learning takes us into a future that we cannot yet grasp. Teachers need educational spaces that acknowledge human

diversity and that privilege and exploit such diversity to develop their creative potentials as individuals.

Creativity has been defined as original ideas that have value (Robinson, 2011). Creativity involves originality and novelty combined with utility or value. Creative capacity is seen as a rich human characteristic. Creativity has been linked with attitudes of curiosity; willingness to engage and explore; being proactive; being willing to take risks, having determination and even obsession. Jackson (2006) offers a set of characteristics for creativity, including in being: imaginative; original or inventive; able to adapt and improvise; curious and resourceful; and able to see things differently.

Student Engagement

One of the themes that was drawn out on teachers' views on the benefits of being empowered is student engagement. Jazzy (not her real name) shared her thoughts on being empowered, she said that when teachers are empowered and are able to express themselves freely and creatively, the students' performance also increase. This is also true when Rizza (not her real name) told that empowerment is infectious, it can affect and influence others as well, that includes the students and parents, and even the stakeholders. The other participants added:

By empowering students, you can engage them further in learning, provide a more democratic learning experience and find the most powerful resource in your classroom. IDI6

Empowered teachers impart his/her knowledge well. He/she provide educational needs of the student. He/she responsible for shaping students' future and make them a best human being. IDI7

Teachers can engage in all subject areas. FGD3

There is an increased interest in schooling. FGD9

The responses imply that the culture of empowerment to teachers affects student engagement. Teacher-individuals and the environment shape a student's level of engagement, thus, empowerment in the school environment enhance it.

Student engagement has been identified as a primary variable in understanding dropout, particularly as a gradual process operating in a student's life and influencing that final decision to withdraw (Jimerson et al., 2009). Numerous studies have linked student engagement with improved academic performance, and it has repeatedly demonstrated to be a robust predictor of achievement and behavior in the schools. It has also been correlated with both health compromising and health promoting behaviors. Student engagement is a construct that resonates with most consumers of education, including students and parents and presents an attractive focus for researchers and educators, in that compared to other predictors of academic success that are static, it is believed to be a malleable characteristic and therefore a more appropriate focus for interventions.

Table 3
Themes and Core Ideas on the Benefits of Being Empowered

Major Themes	Core Ideas
Creativity	Teachers must have improved creativity when they are empowered.
	They become creative teachers.
	When they are empowered, they can adapt to modern way of teaching.
	If the employee is empowered, he/she is a motivated one, had a greater trust in leadership and can improved creativity.
	There is an improved creativity.
Student Engagement	By empowering students, you can engage them further in learning, provide a more democratic learning experience and find the most powerful resource in your classroom.
	Empowered teachers impart his/her knowledge well. He/she provide educational needs of the student. He/she responsible for shaping students future and make them a best human being.
	Empowered teachers can engage in all subject areas.
	If the teachers are empowered, the students have an increased interest in schooling.

Quantitative Phase

Testing the dimensionality of the construct.

The Kaiser-Meyer-Olkin (KMO) Test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Glen, 2016).

Table 4 shows the Kaiser Meyer-Olkin Measure (KMO) test conducted to evaluate all available data together. It shows that there is substantial correlation in the data since the KMO value is .810, a value above the .05 significance level, which denotes that the data analysis done suits to undergo factor analysis. The result of the Bartlett's test performed revealed that the p-value (.000) is significant since it is lesser than the .05 value of statistical test. It suggests that there is substantial correlation in the data.

Table 4

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
Approx. Chi-Square		3002.897
Bartlett's Test of Sphericity	df	741
	Sig.	.000

The scree plot graph shows the eigenvalue against the factor number. It is the criteria used to determine the number of factors. The scree-plot of the Eigenvalues shown in Table 5 suggests that five factors should be extracted. It can be seen these values in the first four columns of the table immediately above. Noticeably, the Eigenvalues drop from the sixth factor onwards which presents that each successive factor is accounting for smaller and smaller amounts of the total variance.

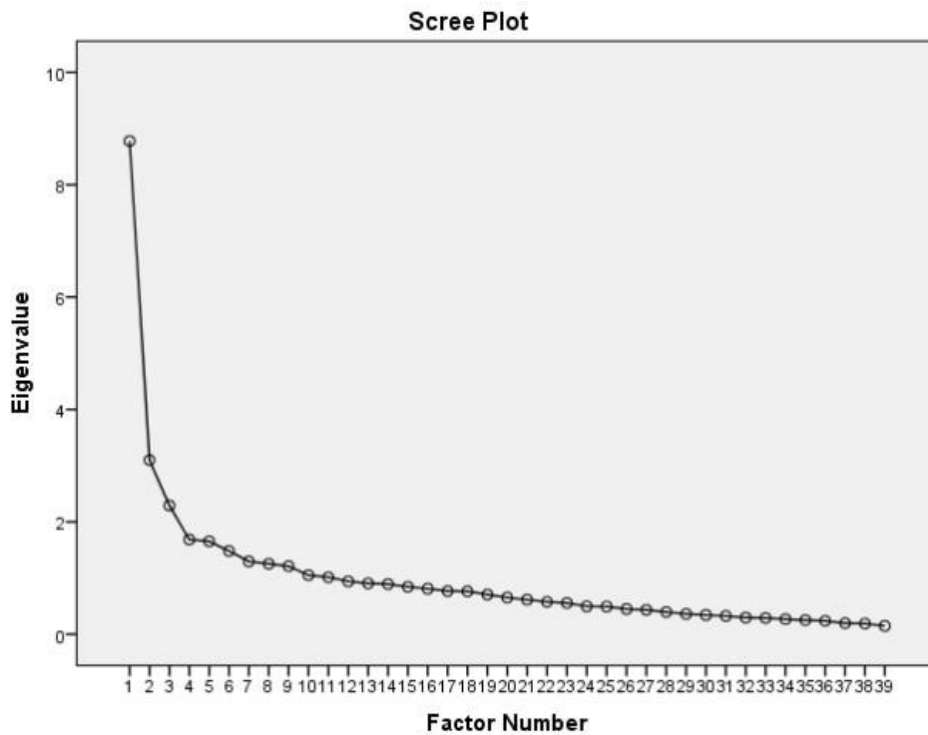


Figure 1

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data Teachers' Views on Women Empowerment in The Workplace. Hence, the five-factor model exhibit clean patterns as shown in Figure 1.

After which, the construct is then subjected for rotation. The Promax rotation was used since there is inter-factor correlation which reflects that the data is not assumed as orthogonal. Table 6 shows the pattern matrix using principal axis factoring with a rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the four factors are above .4. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors.

Table 5
Pattern Matrix^a

	Factor				
	1	2	3	4	5
VAR00034	.763				
VAR00031	.760				
VAR00039	.672				
VAR00033	.635				
VAR00032	.628				
VAR00030	.596				
VAR00023	.575				
VAR00037	.543				
VAR00038	.480				
VAR00036	.415				
VAR00022					
VAR00014		.635			
VAR00006		.576			
VAR00005		.550			
VAR00007		.522			
VAR00013		.499			
VAR00004		.464			
VAR00015		.440			
VAR00008		.439			
VAR00012					
VAR00002					
VAR00003					
VAR00021					
VAR00001					
VAR00020					
VAR00010			.686		
VAR00017			.614		
VAR00018			.474		
VAR00011			.466		
VAR00009			.440		
VAR00019			.435		

VAR00016					
VAR00027				.596	
VAR00029				.589	
VAR00028				.483	
VAR00035				.423	
VAR00025					.576
VAR00024					.510
VAR00026					.482

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 14 iterations.

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the five-factor model of Teachers' Views on Women Empowerment in the Workplace scale with 31 items was developed and pilot tested as shown in Table 6.

Table 6

Final Version of the 31-item Tool in Measuring Teachers' Views on Women Empowerment in the Workplace

	1	2	3	4	5
Factor 1					
Finding the most powerful resource.					
Trusting in leadership					
Having an increased interest					
Providing a more democratic learning experience					
Engaging others for further in learning					
Adapting to modern way of teaching					
Making sure that the right people are performing the task that best suit them.					
Making others a best human being					
Engaging in all subject areas.					
Providing educational needs					
Factor 2					
Empowering individuals to become their own advocates.					
Can raise the morals of employees					
Attending seminars, meetings and workshop					
Enhances physical and mental capacity of a human being					
Doing best to impart knowledge					
Enrolling at a graduate school for a master's or doctoral degree					
Delegating some tasks					
Helps individuals develop coping skills to adjust to their environment					
Factor 3					
Having an ability to accomplish something, have unity and peace, and most important is having peace of mind.					
Setting a reasonable goal					

Motivating others					
Volunteering to make something good and perfectly succeed in one thing.					
Builds up confidence and rapport amongst the workers in a workplace.					
Sharing ideas on various reports or programs					
Fact Factor 4					
Creating opportunities with clear expectation					
Improving creativity					
Creating opportunities that match other's skills					
Imparting knowledge well					
Fac Factor 5					
Being a good model or leader					
Coaching, teaching, facilitating, and spearheading					
Building trust via transparency leadership prerequisites					

Table 7 shows the factor correlation matrix. It can be gleaned in the data that all factors are positively correlated with each other. Factors with positive numbers mean that they are highly correlated with each other.

Table 7
Factor Correlation Matrix

Factor	1	2	3	4	5
1	1.000	.373	.485	.353	.258
2	.373	1.000	.546	.124	.212
3	.485	.546	1.000	.157	.215
4	.353	.124	.157	1.000	.176
5	.258	.212	.215	.176	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

Reliability Test of the Scale. The instrument was evaluated for reliability to determine the internal consistency of the items included in the developed questionnaire. It can be observed in Table 8 the overall Cronbach's alpha value of .762. This means that the questionnaire has an acceptable level of self-consistency since it is above .70. The subscale or dimension also is above the criteria of reliability above .70 alpha, for Factor 1 ($\alpha=.736$), Factor 2 ($\alpha=.702$), Factor 3 ($\alpha=.723$), Factor 4 ($\alpha=.718$) and Factor 5 ($\alpha=.787$). This indicates that the tool has good internal consistency.

Table 8

Reliability Test	
Scale	Cronbach's Alpha
Factor 1	.736
Factor 2	.702
Factor 3	.723
Factor 4	.718
Factor 5	.787
Overall	.762

CONCLUSION

Based on the responses of teachers in the interviews, they view empowerment in their workplace as one of the best practices in school that enable them to be involved in the management of school programs and activities that will lead to the achievement of educational goals and objectives. The themes generated from the responses of teachers in core and probing questions that pertains to how they view empowerment in the workplace are reduced and grouped into five dimensions as justified by the validity and reliability tests conducted on the developed questionnaire. The Teachers' Views on Women Empowerment in the Workplace Scale was established to demonstrate the accuracy of the statements made in the instrument. Additionally, it was deemed reliable in terms of the objectives of the measurement. The developed questionnaire in measuring the views on empowerment in the workplace presents consistency on its variances or items included in it and also, it holds consistency on the purpose or what it intends to measure.

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