Level of Empowerment and Work Performance of College Faculty in Calbayog City, Philippines

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Abstract— *Teacher empowerment is still one of the most pressing global educational concerns despite teachers' efforts in upholding their worth in their chosen profession and maintaining the quality of education of the country. Education greatly impacts the development of nations as the world deals with globalization in the 21st century, but how can it be realized if its prime movers - the teachers - are disempowered? As a support to this argument, this descriptive-correlational research determined the level of empowerment and work performance and their relationship of faculty members in Northwest Samar State University, Calbayog City, Philippines. We considered 131 faculty members using a researcher-made questionnaire. Weighted mean was used to measure the level of empowerment and work performance and Pearson Product-Moment Correlation Coefficient was used to quantify the relationship between the two constructs. It was found out that faculty members were highly empowered and had a very satisfactory work performance. However, teacher empowerment did not pose significant influence on teaching performance. To conduct fora which may address direct participation of the faculty in expressing concerns about their financial and budgetary needs and among other recommendations were proposed based on the findings of the study.*

Keywords—*Work Performance, Empowerment, College Faculty, Descriptive-correlational Study.*

I. INTRODUCTION

Teachers need to feel in control of their job, which translates to feeling responsible for the progress of their schools. But, due to some factors, some teachers cannot comprehend such feeling which makes them become unresponsive to school improvement and incognito, to academic activities. A situation where suggestions made by them are not considered, respect is not observed, and existence of whom, is neglected. The issue of teacher empowerment is wide and covers a variety of factors that affect both the quality and quantity of teachers' work. It is characterized as giving teachers the authority to participate in the formulation of educational policies and educational goals when the use of professional judgment is encouraged, particularly with regard to what and how to teach (Bolin, 1989).

On a global scale survey conducted by November (2018), 68 percent of the teachers see themselves as working harder than the usual though not empowered, with 51 percent wanting to work equally hard as they are empowered. It is backed up by the study of Ingersol as cited by Riggs (2013), which verified that 40 to 50 percent of teachers quit the classroom during the first five years, which is 4% more than other professions. Family or personal reasons, alternative professional options, salary, administrative support, and overall job dissatisfaction are some of the possible reasons.

To reinforce empowerment among teachers in the higher institutions, academic freedom is given to all practitioners as stated in the 1987 constitution, particularly in Article XIV section 5, number 2. But apparently, it displayed a negative effect on the problem, giving the opposite of the expected results.

Despite the notion of academic freedom, a number of teachers of the Northwest Samar State University still face teacher empowerment issues. The recent Training Needs Assessment (TNA) result conducted by the institution's Human Resource Management Office showed that there is empowerment related problems that faculty members are experiencing which affect the quality of their work. These include problems on workload in which they are given high number of loads and multiple designation affecting work performance; lots of school activities affecting class schedule; and lack of facilities affecting the effectiveness of teaching. Ethical issues and concerns have also been observed.

In an informal interview to some teachers, it appeared that there are some who were not sent to trainings and seminars due to politics. In a key-official dominated college, a teacher has been excluded from an extension project she had a great contribution on; male teachers are deprived to use the classrooms with televisions since female teachers are given more priority; and, a teacher who holds a designation in the university has experienced being talked about against his back over and over again even when what he is doing is for the betterment and recognition of the university, to mention a few.

In response to the problems mentioned, it is best to note that the domains, such as leadership, facilities and resources, time and workload affect teacher empowerment (Squire-Kelly, 2012). The interplay between and among the variables tweaks performance and motivation. Since time is seen as a crucial component of teacher empowerment, teachers require more time in order to feel strongly motivated to take on new responsibilities, come up with solutions for inadequate facilities, and deal with administrative concerns (Moran, 2015).

Presented with evidences, observations and findings from documents and other studies, we found the need to dig on the real picture of teacher empowerment in tertiary setting, particularly in the Northwest Samar State University. To inquire faculty members of their thoughts about teacher empowerment in the institution since this has not been implemented yet. For this reason, we found it interesting to

conduct such study which we think can help in understanding the nature of tertiary teacher empowerment. Hence, this study.

II. LITERATURE REVIEW

A. Teacher Empowerment

The study conducted by Gelera-Capetillo (2014) showed that teachers who earned their master's degree units, gained many years in service, and with lots of seminars and trainings attended, were observed to have high degree of empowerment. Lower level of empowerment and performance were observed with teachers with low academic position amidst extensive teaching experience. In the study of Moran (2015), designation was seen to ineffectually influence the level of empowerment of a person. Furthermore, in the study of Meng & Sun (2019), professional ranking and length of teaching were associated to an increase level of empowerment. In addition, it was found out that elementary school teachers are more empowered than secondary school teachers (Alvarez, 2013). This trend was observed among teachers who were middle-aged, female, handling multiple grades or year levels, and assigned with other tasks by the school head. Kao (2015) revealed that teachers with less than five years of teaching experience cannot fully comprehend as to how things worked at school like establishing relationships, implementation and completion of school policies, and involvement in the decision-making process. Inexperienced workers are discouraged from actively participating in the decision-making process. This is further supported by the findings of Gardenhour (2008) that seasoned teachers or those who have served as teachers the longest manifested a higher level of empowerment compared to that of beginning teachers. Additionally, it was claimed that the level of schooling had minimal bearing on the empowerment of teachers.

Balkar (2015) emphasized that empowerment starts with change and innovation. The majority of the characteristics are focused on improving teachers' working environment and their professional performance. It was proposed that boosting teachers' attendance at seminars, conferences, and training sessions might be beneficial for keeping abreast of the most recent advancements in the educational area. Professional development, treated as a value in school culture promotes teacher empowerment. Chebet (2014) noted that when given the chance to learn and the chance to increase their self-efficacy and involvement in decision-making, teachers may feel empowered. Amzat & Valdez (2017) discovered that a person's sense of empowerment is influenced by the continual learning and development that may occur through professional trainings, works, and conferences.

Self-efficacy is fundamentally reliant on on the decision-making capacity, degree of persistency in resolving challenges, and on the efforts devoted in improving their ability to teach (Choong, Ng, Na, & Tan, 2019). This is supported by Madriaga (2016) who suggested that teachers with high educational attainment influence the exercise and capability of teacher empowerment. Moreover, the study of Okike (2011) found out that educational attainment influences the level of empowerment of a person. Moreover, the study of Kim, Choi, Kim, and Pop-Eleches (2018) forwarded that

educational attainment improves decision-making ability. Likewise, middle-aged, being female, and having extensive teaching experience contributed to the high exercise of empowerment (Madriaga, 2016).

Meanwhile, Thomas (2017) posited that Teacher empowerment indicates that teachers have control in scheduling the students' learning activities. Empowered teachers are given control over the curriculum and courses within it, termed as academic freedom in classroom management (Bogler & Somech, 2004). Reshaping the process of teaching and learning has been an increasing concern in schools, with teacher empowerment becoming an important vector of school reform implementation (Heck, 1995). During the process of school improvement, teacher leadership and participation in choosing school needs are impacted by their involvement in decision-making responsibilities. Lin (2014) concluded that teachers' participation in school decision making increases their sense of empowerment.

Professional community is a requirement for an effective school environment. The development of professional communities inside a school gives teachers more authority, particularly when making choices on aspects of school operations that go beyond the classroom (Gokturk & Mueller, 2010). If they choose to commit as active and proactive participants in the entire decision-making process, teachers are expected to play a stronger and more significant role in the success of the school. Such academic role is a collective capacity building, allowing teachers to assume greater responsibilities and work together. The manner of thriving and capacity building results to empowered teachers (Seed, 2015). Teacher empowerment is a necessary piece in school improvement.

Short (1992) posited that teacher empowerment is a method of professional development that includes higher teaching efficacy, professional knowledge base, and advocate decision-making to meet the necessary requisite of education. There are three main points that are highlighted: (a) teachers must develop greater levels of self-awareness to improve the learning environment in their schools; (b) empowering motivation as a factor that facilitates in the growth of teachers' sense of self-efficacy; and (c) enabling motivation as a factor that helps in the advancement of teachers' sense of authority and creativity (Kalantzis & Cope, 2010).

Empowerment can be enhanced by five factors which includes improving cooperation, fostering a sense of self-confidence in teachers, encouraging growth and renewal, liberation of teachers that sprouts collaboration and decrease alienation, and being a unit of change (Hussain, 2010). Empowered teachers are expected to be given control on how they want to take their professional path and educational decision concerning, a form of invested rights. The study of Balyer, Ozcan, and Yildiz (2017) revealed that school administrators empowered their teachers by providing various opportunities for improving their status, making school policies, shared decision-making, creating good communication or open channels among teachers, and building relationship based on trust. Such changes implemented is backed by Bogler and Nir (2012), where

empowerment changes one's expertise, professional involvement and rising self-sufficiency.

Teacher empowerment happens primarily when teachers are treated like and provided tools as professionals. Succeeding and developing the feeling of control of their professional lives thereby encouraging others to be successful, a form informal leadership through role modeling (Dail, Goodsite & Sanders, 2018). Empowerment of teachers' abilities, including increasing educational qualifications, increase trainings and seminars, upgrading of teachers in terms of educational attainment, has a positive impact on the performance of teachers. A significant increase in the level of empowerment could be influence the level of teaching performance (Subroto, 2012).

Other factors that affect empowerment include work environment variables, namely: skill variety, task significance, feedback, autonomy, and task identity. Such variables are known to influence job satisfaction facets like ability, activity, achievement, authority, co-worker, company policies and practices, creativity, human relation, independence, moral values, responsibility, recognition, supervision, security, social service, technical, variety, and working conditions (Mutasa, 2018). Both results were very much similar to the present study for the reason that they tackled factors pertaining to personal and environmental factors that could greatly influence teachers' working status and has significant contribution to teacher empowerment as educational carriers.

Another research stressed that principal leadership influences teacher empowerment. Leadership traits of school administrators can have a significant effect on the flow of academic work process, directly influencing empowerment in the workplace. Similarly, working environments makes an enormous difference to teacher morale and empowerment, a scenario of school retaining or letting go quality teachers (Kurth, 2019). The environmental demands and stressors, including low pay, increased paper works, ongoing trainings, emotional needs and controlling student behaviors. Curricular issues, teaching load, lack or poor school facilities, and lack of support from school administrators can affect teacher empowerment (Dos & Savas, 2015).

B. Teaching Performance

Researchers regarded teachers as individuals who apply the technique of a craft and it calls for the use of a set of specific competencies. These competencies are important to ensure quality education. In order to measure teacher competencies, a structural performance evaluation should be administered (Reilly, 1997). Teachers perform best when mental and physical arousals are moderate, rather that extreme in either direction. They should learn techniques for creating the right level for those they influence and learn how to recognize it when present so that they will act assertively and learn how to cope successfully with challenges (Plumb, Bush, & Kersevich, 2016).

The studies of Marks & Louis (1997), as well as that of Al-Yaseen & Al-Musaileem (2015), highlighted that teacher empowerment is an significant condition in obtaining changes in teacher's instructional practices, ways of working and

pedagogical quality or the overall work performance. The study of Apas (2007) relates instructional competence and performance to teacher empowerment. Where significant environmental variables together with level of teacher performance can impact morale and empowerment. In the study of Simon (2013), it was emphasized that teachers with low performance behavior have also low morale or considered themselves as less empowered teachers. In a separate study by Gelera-Capetillo (2014), it was revealed that empowerment did not significantly affect the level of work performance of the teachers.

We believed that the literature previously cited enlightened the present investigation and educated readers about the numerous parameters that were examined. Additionally, we believed that the literature previously mentioned had aided in identifying the research gap represented by the study's main variables – teacher empowerment and job performance.

III. RESEARCH QUESTIONS

This study determined the interrelationships of level of empowerment and work performance of faculty members in Northwest Samar State University. The subsequent research questions were asked in this study:
(1) What is the level of teacher empowerment as experienced by the respondents in terms of autonomy; decision making; impact; professional growth; status; and self-efficacy?
(2) What is the level of work performance of the respondents?
(3) Is there a significant relationship between the level of empowerment and the performance of the faculty members?

IV. HYPOTHESIS

H_0: There is no significant relationship between the level of teacher empowerment and the level of teaching performance.

V. THEORETICAL FRAMEWORK

This study was primarily anchored on the empowerment theory of Perkins and Zimmerman (1995) which was adopted from Short and Rinehart. Empowerment connects personal abilities and capabilities, proactive actions, and inbuilt support networks to societal policies and change. This theory focuses on the relationship between a person's well-being and the broader social environment. Theoretically, it connects the mentality of individual to mutual help and struggle to create a responsive and cooperative community.

According to this theory, one's self-perceptions might influence changes from an individual perspective, a communal perspective, or even a society perspective. Consequently, a platform for behavior change is established, and opportunities for society improvement are provided by human behavior (Lawson, 2011). It goes without saying that professionals are hereby encouraged to be collaborators and not just authoritative experts.

Applying this theory to the study, individuals must see themselves as teachers who work in collaboration with other personnel of the school, not limited to students but also faculty members, school administrators and other stakeholders. The notion of teacher empowerment serves to enhance teacher commitment and fulfillment establishing partnerships with

others to take ownership of their professional and personal development. Empowerment granted is not static but rather produced meaningful exchanges and feeling of involvement and being respected (Cummins, 2009).

VI. METHODS

This study utilized a descriptive-correlational research design. The descriptive method was applied to describe the dimensions of empowerment in terms of autonomy, decision making, impact, professional growth, self-efficacy, and status; and describe the performance of the respondents through the Individual Performance Commitment and Review. Subsequently, it is correlational because it showed the relationship and between the dimensions of teacher empowerment and the level of performance.

This was conducted in the two campuses of Northwest Samar State University involving 131 respondents who have worked in the university in both campuses for two years and more from December 2019 without key officership. The 111 of them came from the main campus, while the remaining 20 were from the San Jorge Campus.

The research instrument employed in this study included school participant empowerment scale for teacher empowerment with Cronbach's alpha of 0.94 by Short and Rinehart, a survey questionnaire and school documents. The questionnaire had undergone factor analysis by various authors; however, it underwent validation process in the local setting specifically in the Basic Education level only. The research instrument on teacher empowerment was adapted and patterned from Alvarez (2013) and was modified to fit into the Higher Education level, while the performance was based on the Individual Performance Commitment and Review Form taken from the Human Resource Management of the University. Moreover, the instrument underwent critiquing by a language expert, an experienced professor, an instructional material development expert, and an accomplished researcher along teacher empowerment. Pre-testing followed at one state university through its faculty members to ensure its validity. Subsequently, the reliability test of the instrument showed a Cronbach's alpha of α= 0.96 suggesting valid and good internal consistency of the items.

The collected data were tabulated and treated using the following statistical treatment: frequency counts and percentages, weighted mean, and Pearson Product-Moment Correlation Coefficient. The researchers used the following decision rule to determine whether to accept or reject the null hypothesis: accept the null hypothesis if and when the p-value turned greater than the α; reject the null hypothesis if and when the p-value turned equal to or lower than the α. Finally, using readily accessible statistical tools and packages, hypothesis testing was done using α=.05 in a two-tailed test.

VII. RESULTS AND DISCUSSION

A. Faculty Member's Level of Empowerment

Table 1 presents the summary of the level of empowerment of the faculty members in the six dimensions. An examination of the means of the faculty members' level of empowerment revealed the following: autonomy (WM=3.73),

decision making (WM=3.34), impact (WM=3.94), professional growth (WM=4.16), status (WM=4.13), and self-efficacy (WM=4.25). These relatively high scores indicate that faculty members strongly believed that they were "highly empowered". These scores indicate that faculty members strongly believed that they are given the right to participate in school goal and policy determination, given the encouragement and support to engage and take risk in continual professional development, and develop competence to take charge of their own path, growth and resolve necessary issues along the way. This disconfirms the findings of Alvarez (2013) that found out that the level of empowerment of teachers was very high.

TABLE 1. Level of Teacher Empowerment as Perceived by Respondents

Teacher Empowerment	Teacher-Respondents	
	WM	Interpretation
A. Autonomy	3.73	High
B. Decision-making	3.34	Fair
C. Impact	3.94	High
D. Professional Growth	4.16	High
E. Status	4.13	High
F. Self-Efficacy	4.25	Very High
Grand Mean	3.87	High

Autonomy. The responses of the teacher-respondents recorded a weighted mean of 3.73 on the level of autonomy interpreted as "high". Particularly, the sub-indicator of having a control over daily schedules got the highest weighted mean of 3.96 interpreted as "high". On the other hand, their autonomy in making decisions about the curriculum got the lowest mean of 3.39 interpreted as "moderate". It can be inferred that teachers could not possess total power in making decisions about curriculum crafting because it is the upper body which has the total authority to do so. Moreover, these findings confirm the results of the study of Thomas (2017) that teacher empowerment indicates teachers have the control in scheduling the students' learning activities. Likewise, it is supported by the findings of Bogler and Somech (2004) as they stated that empowered teachers are given control over the curriculum and courses within it, termed as academic freedom in classroom management.

Decision Making. As gleaned from Table 1, college instructor's decision-making capability is viewed as fairly empowered having a weighted mean of 3.34. How the teacher-respondents attend to monitoring school activities when given the responsibility got the highest weighted mean of 3.65 interpreted as "high". On the other hand, the ability to make decisions about the selection of other teachers for their school got the lowest weighted mean of 2.73 interpreted as "moderate". This did not go along with the findings of Balyer, Ozcan, and Yildiz (2017) stating that an empowered teacher is someone who is invested with the right to participate in the determination of school goals and policies which in turn allows them to discover their limitations and potentials. This also negates the findings of Lin which states that teachers' participation in school decision-making increases their sense of empowerment. This further disconfirms the findings of Gokturk and Mueller (2010) stating that in creation of professional communities within a school, teachers are

expected to be empowered especially in decision-making. As evident in a faculty member's statement that teacher empowerment means delegating work, sharing duties and responsibilities, and consulting teachers' ideas, opinions, and soliciting ideas when it comes to decision making.

Impact. Faculty members were highly empowered in terms of impact having a weighted mean of 3.94. Their belief that they have the ability to get things done got the highest weighted mean of 4.11 interpreted as "high". The impact on decision-making got the lowest mean of 3.78 but is still interpreted as "high". They believed that they had the ability to get things done, impact other students and teachers, and were given the opportunity to participate in staff development. This confirms the findings of Alvarez (2013) where level of empowerment of teachers in terms of impact was high. As evident in the faculty members' statements, impact can be manifested when one is having a voice in the implementation of different activities where their opinion is being heard; their idea is being acknowledged, and they are being thanked by students.

Professional Growth. The table reveals that in terms of professional growth, faculty members were highly empowered having a weighted mean of 4.16. The sub-indicator where the teacher-respondents seek opportunities for professional growth got the highest weighted mean of 4.31 interpreted as "very high". However, their opportunity to collaborate with other teachers in their school got the lowest weighted mean of 4.10 interpreted as "high". This indicates that they viewed themselves in a professional environment, treated as a professional and provided with opportunities for professional growth and collaboration with other teachers. The Northwest Samar State University provided various means for faculty members to continue with their post graduate studies and giving opportunities for them to attend trainings and seminars. This would empower the faculty members in terms of professional growth. This disconfirms the findings of Alvarez (2013) where teacher's empowerment in terms of professional growth was very high. In relation to the findings reflected above, faculty members' professional growth is illustrated when respondents said that they are being given the opportunity to hone existing skills and to identify their weaknesses and strengths and act in accordance to them.

Status. In terms of status, faculty members were highly empowered having a weighted mean of 4.13. They are very highly empowered by having respect from their colleagues with the highest weighted mean of 4.30. However, the lowest teacher empowerment in terms of their status is their belief of being effective having a weighted mean of 3.96 interpreted as "high". This indicates that they had earned the support and respect of their colleagues and being effective not only in teaching but also equipped with a strong base knowledge in the subject areas handled. A good starting point in showing respect is to recognize teachers. Acknowledging their efforts and awareness of their difficulties and aspiration could prove to be effective in molding an empowered teacher. This disproves the findings of Alvarez (2013) where teachers had very high sense of respect. In relation to the findings reflected above, faculty members' status is illustrated in respondents'

statements such as they do not feel empowered when they are taken for granted; they are easily discouraged by people who don't know how to tactfully address their weaknesses and limitations. They further get disempowered by the people who are not very considerate. Moreover, they can be disempowered when they are not given the right environment and right set of opportunities to improve a skill or a certain competency that might benefit him in the long run.

Self-Efficacy. Lastly, in terms of self-efficacy, faculty members were very highly empowered having a weighted mean of 4.25. Among the sub-indicators, both their involvement in important activities for students and their belief that they have the opportunity to grow by working daily with students got the highest weighted mean of 4.29 interpreted as "very high". This is connected to the findings of Choong, Ng, Na, and Tan (2019) stating where self-efficacy is largely dependent on the decision-making ability, degree of persistency in resolving challenges, and on the efforts devoted in improving their ability to teach. This confirms the findings of Alvarez (2013) where teachers had a very high level of self-efficacy. In relation to the findings reflected above, faculty members' self-efficacy is illustrated when respondents said that things are not perfect and no matter how they try to empower themselves in the classroom in doing things, factors like the management, classes interruption, and activities in school, hinder them.

B. Faculty Member's Performance

Table 2 presents the performance of faculty members for two consecutive academic years, 2018 and 2019 respectively. The ratings were gathered from the Individual Performance Commitment and Review Form (IPCRF) for the periods January to June and July to December 2018 and 2019. Majority of faculty members were able to attain a very satisfactory performance rating accounting for 119 or 91.50 percent. While, only 12 or 9.50 percent obtained a satisfactory rating. It can be inferred that most of the faculty members are religiously doing their job and are showing exemplary performance in the academe. This further means that majority of the respondents' goals and targets were accomplished above the established standards. This confirms the findings of Plumb, Bush, & Kersevich (2016) that teachers perform best when mental and physical arousals are moderate, rather that extreme in either direction.

TABLE 2. Teaching Performance of the Faculty Members

Performance Rating	Frequency	Percentage
Very Satisfactory	119	91.50
Satisfactory	12	9.50
Total	**131**	**100.00**

C. Test of Relationship between Teacher Empowerment and Performance

Table 3 shows the test of relationship between the faculty members' perceived level of teacher empowerment and their performance. Teaching performance shows its result with the dimensions of teacher empowerment particularly on autonomy, decision making, impact, professional growth, status, and self-efficacy with p-calculated probabilities of

0.299, 0.109, 0.897, 0.131, 0.577, and 0.555 higher than 0.05 level of significance. Based on the table, all parameters of the level of teacher empowerment perceived by the faculty members do not significantly relate to their teaching performance. This means that the level of autonomy, decision-making, impact, professional growth, status, and self-efficacy have nothing to do with their teaching performance.

TABLE 3. Relationship between the Faculty Members' Perceived Level Teacher Empowerment and Performance

Teacher Empowerment Dimensions	Performance			
	Pearson Correlation	N	Sig. (2-tailed)	Interpretation
Autonomy	-0.091	131	0.299	NS
Decision Making	-0.140	131	0.109	NS
Impact	-0.011	131	0.897	NS
Professional Growth	-0.079	131	0.368	NS
Status	-0.049	131	0.577	NS
Self-Efficacy	-0.052	131	0.555	NS

* - Significant at .05 level (2 tailed)

The study disconfirms the findings of Marks & Louis (1997), as well as Al-Yaseen & Al-Musaileem (2015), stating that teacher empowerment is an important condition in obtaining changes in teacher's instructional practices, ways of working and pedagogical quality or the overall work performance. It further disproves the findings of Apas (2007) that relates instructional competence and teaching performance; and that of Choong, Ng, Na, & Tan's (2019) that relates decision-making in one's ability to teach. Likewise, it disconfirms that of Simon's (2013) where it was found out that teachers with low performance behavior considered themselves as less empowered teachers. Lastly, the result of this study negates the result of that of Marks' and Louis' (1997) that found out that empowerment of teachers appears to be an essential condition in obtaining tangible changes in teachers' ways of working and their instructional practices.

VIII. CONCLUSIONS

Faculty members have control in scheduling students' learning activities; view themselves as contributors in the implementation of activities in the school though not totally involved in school budget decisions; believe they have the ability to get things done, impact others, and are given the opportunity to participate in staff development; view themselves in a professional environment, treated as a professional and provided with opportunities for professional growth and collaboration with other teachers. They earned the support and respect of their colleagues and being effective not only in teaching but also equipped with a strong base knowledge in the subject areas handled; their strong belief on their ability to help students learn, being involved in their important scholastic abilities, effecting changes in their way of learning this producing independent learners.

Majority of them were able to attain a very satisfactory performance rating. It can be inferred that most of the faculty members are religiously doing their job and are showing exemplary performance in the academe. This further means that majority of the respondents' goals and targets were accomplished above the established standards.

Lastly, teacher empowerment does not pose significant influence on instructional practices, ways of working and pedagogical quality or the overall work performance.

IX. RECOMMENDATIONS

After the analysis of the findings, the following recommendations are proposed:

1. It can be recommended that the University may conduct fora which may address direct participation of the faculty in expressing concerns about their financial and budgetary needs. The University can also coordinate with other government agencies or private institutions to provide teachers the necessary activities to maintain their level of empowerment. SWOT analysis can also be undertaken periodically by the administration for continuous empowerment of teachers.

2. The University must sustain all its programs and services that help its faculty improve their performance across all functions. The University must also be open to providing support to the faculty in improving areas that need improvement in their performance.

3. Giving scholarships to the faculty of the University in pursuing their graduate education may also sustain or even increase their honesty at work. Incentives and rewards may also be given to faculty who finished their graduate studies on time. In addition, the administration should revisit the policies of educational grants to ensure fairness and equity in the distribution of educational opportunities.

4. In preparing its faculty to have the best decision-making capability, the University must set specific measures to encourage its faculty to finish their doctorate or post-doctorate degrees.

5. Northwest Samar State University should regularly provide activities such as team building for the faculty members to strengthen and reinforce their level of empowerment.

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