

# Empowerment and Work Engagement among Teachers in Select Districts of Misamis Oriental

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## Abstract

Teacher empowerment and work engagement are key to motivation, commitment, and job satisfaction, but factors such as scarce training, inadequate support, poor recognition, and excessive workloads hinder these, limiting teachers' ability to provide effective instruction. Assessing the level of job engagement and teacher empowerment among public school teachers in select districts in Misamis Oriental during the 2024–2025 academic year was the aim of this study. Specifically, it sought to describe the respondents' characteristics, evaluate the level of teachers' empowerment, assess their work engagement, and determine its significant effects and differences. A descriptive correlational method was employed, involving 203 public school elementary teachers as respondents. The variables were adapted and patterned, but the questionnaire was researcher-made. Stratified sampling was used to choose the respondents, and descriptive statistics such as frequency, percentage, mean, and standard deviation were used to characterize the variables. Inferential statistics like Pearson's  $r$  and the  $t$ -test were employed to examine the significant effect and difference between the variables.

Findings revealed that most respondents were female, aged 31–35, married, with 6 – 10 years of teaching experience, holding the position of Teacher I, and having attended primarily division-level seminars. Among the dimensions, teachers' status was rated highest in empowerment, while cognitive engagement ranked highest in work engagement. Results further showed that teacher empowerment was found to significantly affect engagement, emphasizing the need to value and recognize teachers. Significant differences were also found across age, sex, civil status, years of experience, position, trainings, and attitude, indicating that these factors influence both empowerment and engagement. Based on the findings, it recommends that teachers should enhance their skills and identity through training, mentoring, and collaborative activities like LAC sessions and peer demonstrations. School heads and stakeholders must provide workshops, recognize achievements, and involve teachers in planning and leadership roles. These efforts help sustain empowerment and engagement, boosting motivation and improving teaching and learning outcomes.

**Keywords:** empowerment, teachers' work engagement

## 1. Introduction

Teacher empowerment and work engagement are essential in shaping quality education because they strengthen teacher motivation, confidence, and instructional performance. Empowered teachers participate in decision-making, have opportunities for growth, and use effective strategies that create meaningful

learning environments. Engaged teachers show enthusiasm, carefully plan lessons, and connect emotionally, socially, and behaviorally with their work. In Misamis Oriental, limited autonomy, heavy administrative tasks, and few training opportunities reduce teacher motivation and innovation. A supportive school environment, professional development, and shared governance help increase empowerment and engagement. This study examines how empowerment influences teachers' cognitive, emotional, social, and behavioral engagement, considering factors such as age, sex, civil status, position, experience, training, and perceptions. Understanding these relationships can guide strategies to improve teacher satisfaction, performance, and learner outcomes.

### **Research Questions**

The study aimed to determine the level of empowerment and work engagement among teachers in select districts of Misamis Oriental during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What are the respondents' characteristics in terms of age, sex, civil status, teaching experience, position, trainings/seminars attended on empowerment and work engagement, and attitude towards empowerment and work engagement?
2. What is the respondents' level of empowerment considering professional growth, status, autonomy, impact, and decision-making?
3. How do respondents assess their work engagement based on emotional, social, behavioral, and cognitive aspects?
4. Is there a significant effect of the respondents' empowerment on their work engagement?
5. Is there a significant difference in the respondents' empowerment and work engagement when grouped according to their characteristics?

### **Significance**

This study benefits school leaders, teachers, learners, and future researchers. It helps administrators understand what strengthens teacher empowerment and engagement so they can create policies that support growth, autonomy, and shared decision-making. Teachers gain higher job satisfaction, stronger teaching practices, and greater motivation when they feel empowered. Learners benefit from a positive and engaging classroom environment that improves their motivation and achievement. The study also adds to existing research in the Philippine context and provides a foundation for future work on teacher empowerment and engagement.

### **Scope and Limitations**

This study investigates teacher empowerment and work engagement among 203 public elementary teachers in selected districts of Misamis Oriental for School Year 2024–2025. It examines empowerment through professional growth, status, autonomy, impact, and decision-making, and engagement through emotional, social, behavioral, and cognitive aspects. It also considers teacher characteristics such as age, sex, civil status, experience, position, training, and attitudes. The study aims to determine how empowerment influences engagement and whether differences exist across these characteristics. Despite limitations, it offers valuable insights into the current levels of empowerment and engagement in the selected districts.

## **2. Literature Review**

### **Respondent's Characteristics**

Age, sex, civil status, teaching experience, position, trainings, and attitudes all influence teachers' empowerment and work engagement. Younger teachers tend to feel more empowered and engaged due to their openness to autonomy and professional growth, while female teachers show higher engagement when supported by inclusive leadership and collaborative decision-making (Budiongan and Corpuz, 2024). Married teachers often benefit from social support that enhances participation, whereas those separated or single may face emotional and social challenges that reduce engagement (Ramos and De Guzman, 2021). More experienced and higher-positioned teachers report greater empowerment and involvement, although institutional barriers and limited access to professional development can constrain their growth. Trainings and seminars improve skills, confidence, and engagement, but accessibility issues can limit their impact. Positive attitudes, teamwork, and supportive environments further strengthen teacher engagement, highlighting the importance of fostering collaboration, recognition, and continuous learning across all levels (Niemi and Nevgi, 2021).

### **Teacher's Empowerment**

Teacher empowerment encompasses giving educators the autonomy, professional recognition, decision-making authority, and opportunities for growth that allow them to actively shape their teaching environment and contribute meaningfully to the learning process. Research highlights that when teachers feel empowered through professional status, the ability to make impactful decisions, and meaningful participation in school governance, their motivation, collaboration, and creativity in the classroom increase substantially (Ran and Dan, 2020; Iram and Rafiq, 2024). This empowerment not only enhances teachers' instructional practices but also strengthens their engagement across emotional, social, behavioral, and cognitive dimensions. Teachers who experience supportive school cultures, collaborative professional relationships, and access to relevant and continuous professional development exhibit higher job satisfaction, deeper commitment to their roles, and greater resilience in facing classroom challenges. These conditions foster an environment where educators feel valued, competent, and capable of making significant contributions to both their schools and their students' learning experiences. Ultimately, empowered and engaged teachers are more likely to innovate, share best practices, and sustain their dedication, which translates into improved learner outcomes and a thriving educational community (Bakker and Demerouti, 2020).

## **3. Methodology**

### **Research Design**

The study used a descriptive correlational design to examine the relationship between teacher empowerment and work engagement in selected districts of Misamis Oriental for School Year 2024–2025. A questionnaire was used to collect quantitative data efficiently from a large number of respondents. The research aimed to understand the effect and differences in work engagement and empowerment among teachers in the selected districts and schools.

### **Participants**

The study involved elementary school teachers from large and medium-sized schools in Gitagum, Laguindingan, Alubijid East, and Alubijid West during School Year 2024–2025. A sample of 203 teachers was selected proportionally from a total of 418 to ensure accuracy. Respondents were regular and

permanent teachers performing both instructional and non-instructional duties, representing diverse profiles in age, sex, civil status, experience, position, training, and attitudes. Including teachers from primary and intermediate levels provided a comprehensive view of classroom realities and professional experiences, offering key insights into their work engagement and empowerment.

### **Data Collection**

The study used a structured questionnaire with three parts to gather information on respondents' characteristics, empowerment, and work engagement. Part I collected data on demographics, teaching experience, position, training, and attitudes toward empowerment and engagement using a four-point Likert scale. Part II measured teacher empowerment across six dimensions including professional growth, status, autonomy, impact, and decision-making using researcher-developed indicators and a four-point scale. Part III assessed work engagement in emotional, social, behavioral, and cognitive aspects using a four-point Likert scale with researcher-made indicators.

### **Data Analysis**

The study used stratified random sampling to select respondents fairly and accurately from various schools, ensuring a representative sample of public elementary teachers. The number of participants per school was determined proportionally based on teacher populations. The focus was on well-known schools with larger populations to reflect overall trends. Slovin's Formula was used to calculate a sample size of 203 from a population of 418 teachers with a five percent margin of error. This method ensured the sample was representative, statistically reliable, and allowed for accurate analysis of the relationship between teacher empowerment and work engagement across different school environments.

## **4. Results and Discussions**

**Problem 1. What are the respondents' characteristics in terms of age, sex, civil status, teaching experience, position, trainings/seminars attended on empowerment and work engagement, and attitude towards empowerment and work engagement?**

**Table 1**

**Distribution of Respondents' Characteristics in terms of Age**

Category	Frequency	Percentage
55 years old and above	13	6.40
51 - 55 years old	14	6.90
46 – 50 years old	18	8.87
41 - 45 years old	22	10.84
36 – 40 years old	17	8.37
31 – 35 years old	58	28.57
36 – 30 years old	39	19.21
25 years old and below	22	10.84
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 1 shows that most respondents belong to the 31–35 age group, indicating that many public elementary school teachers in the district are young to middle-aged and are still early in their careers, bringing energy, creativity, and openness to new ideas, technology, and school initiatives, though they also require mentorship and support to further develop their skills. Younger teachers tend to be more willing to learn and engage in professional activities, while older teachers, who make up the smallest group with only 13 respondents aged 55 and above, contribute valuable experience but may be less involved in new programs due to established habits or nearing retirement. Although fewer in number, senior teachers remain important sources of guidance and institutional knowledge, and their declining presence highlights the need for strategies that encourage them to stay and continue mentoring younger colleagues. Overall, the age distribution reflects a teaching workforce dominated by younger educators, balanced by the expertise of older teachers, emphasizing the importance of supporting all age groups to maintain effective teaching and strong school performance.

**Table 2****Distribution of Respondents' Characteristics in terms of Sex**

Category	Frequency	Percentage
Male	31	15.27
Female	172	84.73
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 2 shows that female teachers make up the majority of respondents, with 172 or 84.73 percent, highlighting that women dominate the teaching workforce in these districts and actively shape the school system through training, participation, and professional growth. Their involvement is strengthened by supportive environments that encourage communication, teamwork, and shared decision-making, while ongoing training helps them confidently adopt new teaching tools. Male teachers account for only 31 or 15.27 percent of respondents, revealing a clear sex imbalance influenced by traditional beliefs and societal expectations that discourage men from entering the profession, with many male teachers belonging to older age groups. Although men and women perform equally well in teaching tasks, differences in perceptions of empowerment and engagement reflect broader social norms and the need for inclusive policies that support both genders. Overall, the data illustrates a workforce largely composed of women, shaped by societal views of teaching as a female-oriented career, emphasizing the importance of equitable support and empowerment for all teachers.

**Table 3****Distribution of Respondents' Characteristics in terms of Civil Status**

Category	Frequency	Percentage
Single	44	21.67
Married	136	67.00
Widowed	9	4.43
Solo Parent	12	5.91
Separated	2	0.99
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 3 shows that most teacher respondents are married, with 67 percent belonging to this category, reflecting the common pattern in the Department of Education where many teachers balance professional duties with family responsibilities, particularly those aged 31 to 35 who are mostly female and managing both growing career demands and home life. Marriage often provides social and economic support that can strengthen engagement, while unmarried or separated individuals may face greater challenges that affect their empowerment. Only two respondents, or 0.99 percent, are separated, indicating that separation is uncommon and may be influenced by cultural norms that encourage maintaining relationships; these separated teachers, who are older males, often navigate personal and emotional difficulties yet continue to perform their duties with resilience. Overall, the civil status distribution highlights that most teachers manage dual roles at home and work, and those personal circumstances shape how they experience their responsibilities in the school system.

**Table 4****Distribution of Respondents' Characteristics in terms of Teaching Experience**

Category	Frequency	Percentage
31 years and above	17	8.37
21 – 30 years	30	14.78
11 – 20 years	51	25.12
6 – 10 years	72	35.47
5 years and below	33	16.26
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 4 shows that most teacher respondents have 6 to 10 years of experience, representing 35.47 percent of the sample, indicating that many are in the early but well-adjusted phase of their careers, typically female, married, and aged 31 to 35, with growing confidence, stronger classroom management skills, and active participation in training and school activities that enhance both their professional growth and school involvement. Teachers with this level of experience often feel more empowered, engaged, and capable of making decisions, as supported by research highlighting how accumulated experience builds confidence, problem-solving skills, and commitment to the profession. Only 8.37 percent of respondents have over 31 years of teaching experience, a group mostly composed of older male teachers nearing retirement who contribute valuable expertise but may face personal and health-related challenges. Although veteran teachers remain dedicated and play important roles in mentoring and maintaining school culture, their declining number suggests a potential gap in long-term experience within schools. Overall, the distribution reflects a workforce largely composed of mid-career teachers who are still developing professionally, alongside a small but significant group of seasoned educators whose presence continues to enrich the system.



**Table 5**
**Distribution of Respondents' Characteristics in terms of Position**

Category	Frequency	Percentage
Master Teacher II	6	2.96
Master Teacher I	19	9.36
Teacher III	28	13.79
Teacher II	56	27.59
Teacher I	94	46.31
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 5 shows that most teacher respondents hold the Teacher I position, comprising 46.31 percent of the sample, indicating that nearly half of the participants are relatively new in their roles, predominantly female, married, aged 31 to 35, and with 6 to 10 years of teaching experience. These teachers are still adjusting to professional demands, often pursuing further studies, and eager to grow despite having limited involvement in decision-making and leadership roles, reflecting a strong desire for skill development and career advancement. In contrast, only 2.96 percent of respondents are Master Teacher II, representing highly experienced teachers, mostly older males with over 31 years of experience, who have met the rigorous requirements for promotion and serve as mentors for younger colleagues. The distribution highlights a workforce dominated by early-career teachers who require support and guidance to develop professionally, while a small group of senior teachers provides leadership, expertise, and opportunities for mentoring, emphasizing the importance of structured pathways for career progression and empowering leadership in schools.

**Table 6**
**Distribution of the Respondents' Characteristics in terms of Trainings/Seminars Attended on Empowerment and Work Engagement**

Category	Frequency	Percentage
International Level	13	6.40
National Level	45	22.17
Regional Level	22	10.84
Division Level	68	33.50
District Level	35	17.24
School Level	20	9.85
<b>Total</b>	<b>203</b>	<b>100.00</b>

Table 6 shows that most teachers, particularly married women aged 31 to 35 with six to ten years of experience, attend division-level trainings, which are the most accessible form of professional development and help build confidence, skills, and work engagement. While these localized trainings support teachers' growth, limited funding and access mean that broader opportunities are scarce, restricting exposure to global best practices. Only 6.40 percent of teachers participate in international training, mostly senior male Master Teacher II respondents aged 55 and above with over 31 years of

experience, highlighting that such opportunities are largely limited to highly experienced educators. Overall, the data emphasize the importance of expanding professional development access at all levels to ensure that both early-career and veteran teachers can enhance their skills, stay empowered, and contribute effectively to their schools.

**Table 7**

**Distribution of the Respondents' Attitudes Toward Teachers' Empowerment and Work Engagement**

Indicator	Mean	SD	Description
I feel more satisfied with my job when I contribute to decisions that positively impact the school's welfare.	3.30	0.90	Strongly Agree
I feel more committed to my work when granted greater control and independence.	3.19	0.83	Agree
I believe my school leaders value and actively seek my input on teaching practices.	3.27	0.88	Strongly Agree
I am encouraged to go beyond the basic tasks of my job when I work in a supportive environment.	3.38	0.95	Strongly Agree
I feel more motivated and productive when actively participating in school-wide decision-making processes.	3.42	0.96	Strongly Agree
I feel more connected to my learner when I can adapt my teaching methods to meet their individual needs.	3.37	0.94	Strongly Agree
I enjoy my work when I feel supported in my professional development and improvement.	3.05	0.80	Agree
I am more motivated to improve my teaching techniques when I receive respect and recognition for my efforts.	3.33	0.92	Strongly Agree
I find working on collaborative projects with colleagues increases my sense of professional empowerment.	3.43	0.97	Strongly Agree
I am more engaged in my work when given leadership opportunities to contribute to my school's future.	3.27	0.84	Strongly Agree
Overall	3.30	0.90	Strongly Agree

Table 7 shows that teachers have a very positive attitude toward empowerment and work engagement, with an overall mean of 3.30, reflecting recognition, active participation in school decisions, and professional support that foster commitment, motivation, and job satisfaction. Collaborative work received the highest rating, highlighting that teamwork enhances professional empowerment, shared ownership of goals, innovation, and engagement, particularly among married female Teacher I respondents aged 31 to 35 with six to ten years of experience and mostly division-level training. The lowest rating was for enjoyment linked to professional development support, mainly affecting senior male Master Teacher II teachers with international training, indicating gaps in consistent support for growth opportunities. Overall, the results emphasize that teacher empowerment and engagement are strengthened through supportive leadership, meaningful collaboration, and accessible professional development, which together improve instructional practices, job satisfaction, and outcomes for both teachers and learners.



**Problem 2. What is the respondents' level of empowerment considering professional growth, status, autonomy, impact, and decision-making?**

**Table 8**

**Summary Distribution of the Respondents' Level of Empowerment**

Variable	Mean	SD	Interpretation
Professional Growth	3.15	0.85	Empowered
Status	3.31	0.90	Highly Empowered
Autonomy	3.16	0.87	Empowered
Impact	3.27	0.90	Highly Empowered
Decision Making	3.28	0.90	Highly Empowered
<b>Overall</b>	<b>3.24</b>	<b>0.88</b>	<b>Empowered</b>

Table 8 shows that teachers in the selected districts of Misamis Oriental generally feel empowered with an overall mean of 3.24. They are confident in their responsibilities, trusted by peers and administrators, and supported in running their classrooms, which fosters responsibility, pride, and motivation. The variable status scored highest at 3.31, showing that teachers feel respected and recognized, which encourages continuous learning and effective teaching. Professional growth scored lowest at 3.15, indicating some limitations in training opportunities, though many teachers still pursue professional development to improve their skills. Overall, teachers feel empowered in decision-making, respect, and classroom influence, but professional development opportunities could be enhanced. Empowered teachers contribute to a positive learning environment, greater student success, and higher job satisfaction.

**Problem 3. How do respondents assess their work engagement based on emotional, social, behavioral, and cognitive aspects?**

**Table 9**

**Summary Distribution of the Respondents' Work Engagement**

Variable	Mean	SD	Interpretation
Emotional	3.21	0.86	Engaged
Social	3.10	0.84	Engaged
Behavioral	3.15	0.86	Engaged
Cognitive	3.31	0.92	Highly Engaged
<b>Overall</b>	<b>3.19</b>	<b>0.87</b>	<b>Engaged</b>

Table 9 shows that teachers in the selected districts of Misamis Oriental are generally engaged in their work, with an overall mean of 3.19. They participate emotionally, socially, behaviorally, and cognitively, collaborating with colleagues, taking part in school activities, and continually improving their teaching. Cognitive engagement scored highest at 3.31, reflecting strong intellectual investment that enhances student learning. Social engagement scored lowest at 3.10, indicating that teachers feel less connected to the school community, possibly due to time constraints, heavy workloads, or limited collaboration

opportunities. Overall, teachers demonstrate dedication, care for learners, and a commitment to improving their teaching, while social interaction among staff could be strengthened.

## Problem 4. Is there a significant effect of the respondents' empowerment on their work engagement?

**Table 10**

### Regression Analysis of the Effect of Respondents' Empowerment on their Work Engagement

Teachers' Empowerment	Teachers' Work Engagement				Overall
	Emotional	Social	Behavioral	Cognitive	
	R-value	R-Value	R-Value	R-value	R-Value
	P-value	P-value	P-value	P-value	P-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Professional Growth	0.9548	0.7370	0.9001	0.9033	<b>0.8738</b>
	0.0208	0.0104	0.0108	0.0380	<b>0.0200</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Status	0.8009	0.7045	0.8022	0.7008	<b>0.7521</b>
	0.0407	0.0309	0.0106	0.0204	<b>0.0257</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Autonomy	0.5001	0.7549	0.7990	0.6997	<b>0.6884</b>
	0.05908	0.0209	0.0106	0.0307	<b>0.0303</b>
	<b>NS</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Impact	0.9008	0.9088	0.7477	0.8001	<b>0.8394</b>
	0.0207	0.0301	0.0109	0.0201	<b>0.0205</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Decision-Making	0.9800	0.7660	0.9110	0.8002	<b>0.8643</b>
	0.0308	0.0401	0.0104	0.0209	<b>0.0256</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

Table 10 shows the significant effect of teachers' perceived empowerment on their work engagement across emotional, social, behavioral, and cognitive aspects. The analysis indicates a statistically significant positive relationship, meaning that higher teacher empowerment corresponds with higher work engagement. Professional growth, status, autonomy, impact, and decision-making all contribute to increased engagement. Teachers who feel supported in professional development, recognized for their contributions, and trusted to make decisions are more motivated, dedicated, and connected to their work. Autonomy enhances creativity and teaching effectiveness, while impact gives teachers a sense of purpose.

Participation in decision-making strengthens accountability and collaboration. Overall, teachers who feel empowered are more engaged in all dimensions, which fosters a positive and productive learning environment, improves student outcomes, and increases teacher satisfaction and motivation.

**Problem 5. Is there a significant difference in the respondents' empowerment and work engagement when grouped according to their characteristics?**

**Table 11**

**Difference in the Respondents' Empowerment When Grouped according to their Characteristics**

Respondents' Characteristics	Teachers' Empowerment					
	t-value	Professional Growth	Status	Autonomy	Impact	Decision Making
	P-value					
	Interpretation					
Age	t-value	0.9809	0.9770	0.5008	0.9002	0.8066
	P-value	0.0107	0.0307	0.0308	0.0409	0.0109
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Sex	t-value	0.5001	0.7664	0.4040	0.7022	0.9044
	P-value	0.0599	0.0599	0.0601	0.0407	0.0207
	Interpretation	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>S</b>	<b>S</b>
Civil Status	t-value	0.4880	0.5002	0.4990	0.8055	0.8556
	P-value	0.0106	0.0603	0.0608	0.0403	0.0301
	Interpretation	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>S</b>	<b>S</b>
Teaching Experience	t-value	0.6080	0.9880	0.605	0.9455	0.7600
	P-value	0.0303	0.0108	0.0306	0.0306	0.0201
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Position	t-value	0.8000	0.9000	0.9500	0.9000	0.8500
	P-value	0.0045	0.0050	0.0080	0.0030	0.0040
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Trainings/ Seminars Attended on Empowerment and Work Engagement	t-value	0.9000	0.7445	0.8099	0.7553	0.8111
	P-value	0.0109	0.0107	0.0302	0.0307	0.0203
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Attitudes Towards Empowerment and Work Engagement	t-value	0.6500	0.7200	0.5800	0.7553	0.8111
	P-value	0.0320	0.0150	0.0302	0.0307	0.0203
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

<b>Overall</b>	t-value	<b>0.7128</b>	<b>0.8127</b>	<b>0.6281</b>	<b>0.8348</b>	<b>0.8313</b>
	P-value	<b>0.0212</b>	<b>0.0296</b>	<b>0.0368</b>	<b>0.0310</b>	<b>0.0177</b>
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

Table 11 presents the significant differences in teachers' empowerment when grouped by their characteristics, including age, sex, civil status, teaching experience, position, training attended, and attitudes toward empowerment. Age significantly affects empowerment, with older and more experienced teachers generally feeling more empowered. Sex influences empowerment in impact and decision-making, with female teachers reporting higher levels, while no significant differences were found in professional growth, status, and autonomy. Civil status affects empowerment in impact and decision-making, with married teachers feeling more confident, but does not influence professional growth, status, or autonomy. Teaching experience and position also significantly affect empowerment, with more experienced teachers and those in leadership roles feeling stronger in their roles. Attending training or seminars positively influences empowerment, and teachers with favorable attitudes toward empowerment report higher autonomy, professional growth, and participation in decision-making. Overall, personal and professional characteristics shape teachers' sense of empowerment, highlighting the importance of support, training, and opportunities for all educators.

**Table 12**

**Difference in the Respondents' Work Engagement When Grouped according to their Characteristics**

<b>Respondents' Characteristics</b>	<b>Teachers' Engagement</b>				
	t-value	<b>Emotional</b>	<b>Social</b>	<b>Behavioral</b>	<b>Cognitive</b>
	P-value				
	Interpretation				
Age	t-value	0.7009	0.7509	0.9007	0.7880
	P-value	0.0307	0.0302	0.0302	0.0402
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Sex	t-value	0.4081	0.5001	0.8331	0.7660
	P-value	0.0607	0.0604	0.0209	0.0405
	Interpretation	<b>NS</b>	<b>NS</b>	<b>S</b>	<b>S</b>
Civil Status	t-value	0.5780	0.4097	0.8099	0.9550
	P-value	0.0523	0.0702	0.0301	0.0323
	Interpretation	<b>NS</b>	<b>NS</b>	<b>S</b>	<b>S</b>
Teaching Experience	t-value	0.9009	0.9087	0.9440	0.7330
	P-value	0.0201	0.0203	0.0109	0.0305
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Position	t-value	0.9001	0.6009	0.6909	0.9066

Trainings/Seminars Attended on Empowerment and Work Engagement	P-value	0.0106	0.0307	0.0207	0.0307
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	t-value	0.8398	0.6097	0.8434	0.8440
Attitudes Towards Empowerment and Work Engagement	P-value	0.0106	0.0302	0.0403	0.0202
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	t-value	0.8500	0.9200	0.9500	0.8750
<b>Overall</b>	P-value	<b>0.0250</b>	<b>0.0180</b>	<b>0.0100</b>	<b>0.0300</b>
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	t-value	<b>0.7397</b>	<b>0.6714</b>	<b>0.8531</b>	<b>0.8382</b>
<b>Overall</b>	P-value	<b>0.0300</b>	<b>0.0371</b>	<b>0.0233</b>	<b>0.0321</b>
	Interpretation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	t-value	<b>0.7397</b>	<b>0.6714</b>	<b>0.8531</b>	<b>0.8382</b>

Table 12 shows that teachers' work engagement significantly varies according to their personal and professional characteristics. Older and more experienced teachers tend to exhibit higher cognitive and reflective engagement, while younger teachers show stronger emotional and behavioral engagement. Sex influences behavioral and cognitive engagement, though emotional and social engagement remain similar across genders. Civil status affects behavioral and cognitive engagement, with married teachers generally showing higher dedication, while emotional and social engagement are unaffected. Leadership position, participation in trainings and seminars, and positive attitudes toward empowerment also significantly enhance engagement. Overall, age, experience, position, professional development, and attitudes toward empowerment are key factors in determining teachers' emotional, social, behavioral, and cognitive involvement, highlighting the importance of support, growth opportunities, and a motivating work environment.

## 5. Conclusion and Recommendations

### Conclusion

Teachers generally feel highly empowered, especially in terms of status, which makes them feel valued and respected. With the support of colleagues and school leaders, they become more confident and motivated, showing professionalism through care, respect, and honesty. These values help create a safe and welcoming classroom where learners are encouraged to learn and grow. In terms of engagement, the highest score was in the cognitive aspect, meaning teachers actively plan, reflect, and adjust their teaching to meet learners' diverse needs. This reflective practice improves learning outcomes and makes lessons clear, meaningful, and relevant to real life. Overall, when teachers are empowered, they become more engaged in teaching and fostering meaningful learner outcomes.

### Recommendations

Based on the results of this study, teachers are encouraged to participate in professional learning activities such as trainings, workshops, SLAC sessions, and mentoring to improve their skills, adopt new methods, collaborate with colleagues, and grow professionally. School leaders should support teachers by providing leadership opportunities, resources, and access to professional development, as well as organizing social

and recognition activities to foster a sense of appreciation and belonging. Involving teachers in school decisions and offering continuous learning opportunities helps maintain motivation, engagement, and commitment, while programs tailored to teachers' needs enhance their skills and improve learner outcomes.

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