



THE ART OF EMPOWERMENT: CAPTURING THE REFLECTIONS OF EDUCATORS' PERSONAL JOURNEY

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Abstract:

This qualitative multiple-case study explored the experience of teachers in their employment as public school teachers of Silway-8 Elementary School in Polomolok 4 District. Six informants were chosen to participate in the in-depth interview so that the various perspectives of the carefully selected informants could be learned. Under the promise of anonymity and confidentiality, they were made to sign informed consent forms. The interview results were translated and transcribed to create themes. The study found eleven things about teachers feeling empowered: liberty, personal satisfaction, setbacks, independence, fulfillment, limitations, autonomy, empowerment, constraints, gratification, and obstruction were the challenges that teachers faced. Furthermore, the study explored how teachers coped with challenges, which revealed eight themes: internal influences, external influences, preparedness, engagement, proactive, collaborative, personal factors, and vigilantism. Moreover, based on the participant insights, teacher empowerment is achieved through professional development, incentives, progression, efficiency, personal enrichment, extrinsic factors, personal growth, and motivation. The research emphasized the importance of ongoing learning and career advancement, revealing motivating factors influencing teacher satisfaction. Overall, teacher empowerment involved a blend of autonomy, intrinsic joy, and the resilience needed to address challenges; it provided a concise yet thorough understanding of the challenges faced by teachers and their holistic empowerment strategies.

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1. Introduction

*"The mediocre teacher says.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."* (William Arthur Ward)

The above quote emphasizes that teaching is not solely about transferring information but also about fostering understanding, engagement, and inspiration. The most effective teachers use explanation, demonstration, and inspiration to foster a transformative learning environment for their pupils. Teacher empowerment is crucial for raising educational standards and ensuring student achievement. Empowering teachers means giving them the knowledge, skills, resources, and authority to make decisions and take action that will enhance their teaching practices and support student learning.

Making a difference in the lives of children makes teaching a fantastic career. However, many people need to be aware of the challenges of this line of work. Understanding the various learning difficulties that students may have, student family issues and bullying, a lack of funding, ineffective communication, encouraging and motivating students during difficult times, disciplining students, an abundance of paperwork and long workdays, time management, pressure from School administrators, and burnout are just a few of the difficulties that teachers may encounter (Christie & Lingard, 2020).

Globally speaking, people acknowledge and applaud the efforts made by educators throughout the world to maintain educational continuity in the face of complex and unpredictable circumstances. However, teachers are encountering various global issues and problems, such as insufficient funds for instructional materials that could hinder the quality of education and limited group organization participation, specifically in Cambodia and the Socialist Republic (Zhang, 2021).

In the Philippines, public school teachers experience barriers to teachers' professional development and empowerment. Unsurprisingly, teachers' challenging working conditions pose the biggest obstacle to high-quality professional growth in insecure situations. These challenging working conditions are a result of a lack of irregular, delayed, or low compensation, crowded classrooms, the potential for sexual harassment or abuse, a lack of respect from school administrators and community members, violence in, around, and after school, an excessive number of needy students, and a lack of instructional materials (Robosa *et al.*, 2021).

However, teachers are the foundation of our democracy because they promote creativity and curiosity, develop skilled people, and strengthen informed citizens. One of the most crucial resources we can give students is a great teacher in every classroom.

With a dedication to finding, fostering, and retaining highly qualified teachers, this is feasible. Teachers play an essential role in the lives of their students, particularly in the classroom. Teachers are defined by their capacity to instruct students and make a positive impression on them. Typically, a teacher's job in education goes beyond classroom instruction. Teaching today takes many forms, and a teacher must be an external parent, counselor, mentor, and role model (Gui *et al.*, 2020).

As classroom teachers, we sometimes encounter minimal problems because of the different attitudes and characteristics of the school heads. Many of us are sometimes denied the opportunity to participate in national and international programs, seminars, programs, and others that include upgrading our expertise and improving our professional progress, which leaves us feeling trapped in the four corners of the classroom. As teachers, we want to explore and experience new things, mainly when teaching problematic learners. We want to be empowered by showing our contribution to the academy for the benefit of the learners.

This multiple-case research was undertaken to explore and gain knowledge of public school teachers' experiences, challenges, and coping methods regarding teacher empowerment. This study contends that teachers need equal professional development opportunities, for without them, it may lead to incompetence in different teaching strategies. Furthermore, it may dramatically influence their teaching ineffectively and affect learners' performance. On the other hand, we have experience with a school head who is particular about the professional growth and development of the teachers. He/She encourages us to enroll in graduate studies, and attend national and international research forums and seminar workshops in which we as teachers can professionally develop to cope with the challenging world in shaping the minds of learners. For this, I am interested in conducting this study to explore the experiences of the public school teachers on teacher empowerment in Silway-8 Elementary School, Polomolok 4 District.

2. Literature Review

Empowerment denotes a rise in autonomy, active participation in decision-making, and changes in one's professional expertise processes. Participating in decisions about academic objectives and putting those decisions into practice in the classroom is empowerment. An empowered person has the abilities and knowledge to act or change for the better. When empowered, teachers become more competent and self-aware of their strengths and weaknesses. Teacher empowerment in the context of education is linked to motivation and equips teachers with knowledge about themselves and their peers to promote student achievement jointly. Student achievement and teacher empowerment are correlated. Additionally, the opportunity to exercise teacher leadership through the development of a non-hierarchical network of collaborative learning is provided by teacher empowerment (Gravett & Kinchin, 2020; Kusumaningrum *et al.*, 2019; Rahmawati *et al.*, 2020).

Moreover, teacher quality, background, personality, expectations, and the programs put in place at a school all impact how empowered teachers are. Additionally,

empowered educators respect others, believe in their skills and abilities, know the system, and invest time and energy into their work. Numerous studies have linked teacher empowerment to various management techniques, including facilitative management, decision-making, control, and leadership. In this study, there are seven prescriptions for teacher empowerment. The goal of teacher empowerment is frequently to give educators more power and responsibility in their respective fields. Additionally, when teachers take part in decision-making, their capacity for problem-solving increases, which benefits the entire school and fosters a stronger sense of commitment to the enterprise as a whole (Abidinsyah *et al.*, 2019; Abu Nasra & Arar, 2020; Jiang *et al.*, 2019).

On the other hand, the status of teachers impacts their ability to teach and how they see themselves in the classroom and the community. Additionally, it refers to how they believe other teachers at the school view them regarding their expertise. Confident teachers have a positive impact on student learning. Empowering instructors influences their impression of their ability. Educators see their students' experiences, abilities, and talents as helpful in establishing good programs for them. In this way, school leaders can support teachers by praising them modestly and highlighting student accomplishments, which rewards the teachers who helped the students achieve (Gunawan *et al.*, 2019; Quan *et al.*, 2019; Tindowen, 2019).

However, teachers are empowered to give every student the necessary educational resources due to the abundance of resources. It enables them to be creative and adaptable in their classrooms. Although the pandemic has had a significant impact on the educational landscape, it is still crucial that our teachers feel empowered. Teachers' motivation can rise when they feel empowered in their positions of authority. Our students benefit when teachers look forward to going to work each day, work hard to make a difference and feel empowered. Ultimately, this matters and the students benefit when their teacher is confident (Dash & Vohra, 2019; Maluleke, 2019; Zahed-Babelan *et al.*, 2019).

Teacher empowerment refers to giving teachers the knowledge, skills, resources, and authority they need to make decisions and take actions that improve their teaching and enhance student learning. Teachers who feel empowered can take responsibility for their instruction and exert more control over the teaching and learning process. Offering teachers ongoing professional development opportunities can help them develop their skills and knowledge and give them the confidence to take on new challenges and initiatives (Jiang *et al.*, 2019; Kusumaningrum *et al.*, 2019; Tupas, 2021).

Furthermore, increasing teacher cooperation can foster a sense of community and shared purpose while providing teachers opportunities to learn from and support one another. Giving teachers more control over their education allows them to construct lesson plans tailored to their students' needs and consistent with their teaching philosophies. Giving teachers decision-making authority can enable them to make decisions that impact the teaching and learning process, such as selecting instructional materials, designing assessments, and developing curriculum (Tindowen, 2021; Wilcoxon *et al.*, 2020; Zahed-Babelan *et al.*, 2019).

However, giving teachers access to tools like teaching aids, technology, and support personnel can enable them to deliver high-quality instruction and improve student learning. In general, teacher empowerment is a crucial component of professional development for teachers and can result in higher job satisfaction, better teaching techniques, and better student outcomes. Teachers who feel more confident, motivated, and engaged tend to produce better student learning outcomes. Teachers who are empowered have more autonomy and can better control their classrooms (Atik & Celik, 2020; Kõiv *et al.*, 2019; Sahito & Vaisanen, 2020).

In addition, confident teachers are more likely to remain in the classroom, which lowers teacher turnover and gives students more security. Teachers who feel empowered are likelier to collaborate, sharing ideas and practical strategies to benefit all students. Increased job satisfaction and personal development can result from allowing teachers to decide for themselves and take charge of their professional development. When teachers feel valued and supported by administrators and peers, it can foster a stronger sense of community within the school (Suriansyah *et al.*, 2019; Yao *et al.*, 2020; Zhu *et al.*, 2019).

For many years, the literature has examined and discussed teacher empowerment. Like other students and school members, teachers "gain the competence to take charge of their growth" and "face the challenges in their daily practice" through this process, according to one description. It represents the idea that educators have the power to change their work environment. The ability to use that influence goes hand in hand with one's belief in their empowerment. In this, teachers have agency. Teachers' interactions with their peers and environment and the freedom they have to define those relationships, are characterized by agency. Professionals who can exercise agency are empowered teachers (Gunawan *et al.*, 2019; Quan *et al.*, 2019; Zhang *et al.*, 2021).

Additionally, there are numerous ways that teachers can exercise their agency. What matters most is how much teachers' working environments give them the voice, independence, and self-assurance they need through collaboration channels, active participation in group decision-making, and practical support, motivation, and autonomy combinations. Being an empowered teacher is highly valued by many educational professionals. However, the idea of empowerment sometimes seems amorphous, and its significance in terms of education is only occasionally clear. To maximize their impact on the field and show how teachers can become empowered, definitions of phrases like "*adaptive learning technology empowers teachers*" are essential. In order to make it clear what it means to be an empowered teacher, this post will do just that (Bryant *et al.*, 2020; Singh & Sarkar, 2019; Shen *et al.*, 2020).

Furthermore, an empowered teacher will have the freedom and resources necessary to give each student the education they deserve. As we discussed in our recent post about how adaptive learning technology is depersonalizing education, teachers who have yet to experience empowerment are unable to tailor their instruction to the needs of each student fully. As a result, students are turning to pricey private tutoring sessions in search of educators who will give them individualized instruction and feedback. The significance of empowerment is also demonstrated by its contribution to raising teacher motivation, enhancing problem-solving abilities, and empowering students—all of

which are essential to increasing all students' academic outcomes (Bessa *et al.*, 2021; Dash & Vohra, 2019; Maluleke, 2019).

In contrast, living teachers have the knowledge, abilities, resources, and power to make decisions that impact their work and students, and the school is referred to as empowering teachers. It is essential for several reasons, including that empowered teachers have more control over their working conditions and curriculum, improving their sense of accountability and job satisfaction. It can result in better teaching techniques, better student outcomes, and higher teacher retention rates. Empowered teachers are better able to adapt their teaching strategies to the different learning styles of their students, as well as to foster a supportive learning environment in the classroom (Abidinsyah *et al.*, 2019; Gholami *et al.*, 2019; Vieira, 2020).

However, empowered teachers are more inclined to collaborate and share ideas with their colleagues, creating a friendly and cooperative school environment. It can result in a happier and more successful learning environment for teachers and students. Teachers who feel more in control of their classrooms have more opportunities for professional development, which can help them stay abreast of emerging ideas in science and education. It can then result in improved teaching strategies and student outcomes. In general, teacher empowerment is crucial for developing an environment of learning that supports teachers and students. We can enhance teacher effectiveness, student learning, and school climate by giving teachers the necessary tools, assistance, and autonomy (Abu Nasra & Arar, 2020; Gravett & Kinchin, 2020; Rahmawati *et al.*, 2020).

The goal of empowering teachers may need to be more realistic and achievable. Numerous obstacles aim to stop this from happening. This chapter discusses the forces at play in the disempowerment of teachers as well as the barriers to their having an empowered career. Neoliberalism's nature and background are discussed, and how these concepts affect hiring and retaining teachers is examined. The organizations and groups working to protect the environment and support teacher excellence are described, and strategies for utilizing them to empower teachers are discussed. Emerging methodologies that foster teacher excellence through role flexibility and leadership development are suggested as potential means of empowerment. Lastly, approaches to empowering teachers are suggested (Bessa *et al.*, 2021; Dash & Vohra, 2019; Maluleke, 2019).

In addition, a method for implementing educational reforms is teacher empowerment. Due to the centralized nature of the education system, it needs to be given the proper attention and implemented in developing nations. Even though teachers are the primary pillars in restructuring the school and student learning, the decisions are made at a higher level, and their voices are not included in the creation of the curriculum, the formulation of policies, and the management of the school. Education, business, and community development all share the theme of empowerment. Although the implementation of shared decision-making as a component of site-based management made the concept of empowerment famous in educational literature during the 1980s and 1990s, empowerment's nature has changed recently (Abidinsyah *et al.*, 2019; Gholami *et al.*, 2019; Viera, 2020).

On the other hand, teachers who report feeling more valued, supported, and motivated in their jobs are frequently those who have experienced workplace empowerment. When teachers are empowered, they may have the following experiences: They have more freedom in making decisions regarding curriculum development, assessment design, and teaching strategies. As a result, teachers can modify their curriculum to meet each student's unique needs and interests. Teachers who feel empowered have access to the tools and assistance they need to succeed at their jobs, including professional development opportunities, teaching resources, and help from administrators and coworkers (Abu Nasra & Arar, 2020; Gravett & Kinchin, 2020; Rahmawati *et al.*, 2020).

Further, the collaborative work environment that empowers teachers frequently fosters idea sharing, teamwork on projects, and mutual support, all of which contribute to a happier and more fruitful workplace. Because they can make decisions that positively affect their students, empowered teachers frequently report feeling more satisfied with their work. Improved student outcomes and academic success may result from empowered teachers being better able to meet the various needs of their students. Overall, teachers who feel empowered at work feel more appreciated, supported, and motivated. Additionally, they are happier with their work and believe they are improving the lives of their students (Gunawan *et al.*, 2019; Quan *et al.*, 2019; Tindowen, 2019).

However, while empowering teachers has many advantages, there can also be drawbacks. While empowerment calls for more independence, it also requires more assistance from managers and coworkers. Teachers might feel overburdened or unsupported in their decision-making without sufficient support. Access to instructional materials, technology, and professional development opportunities is a necessity for effective teachers. Teachers need these resources to meet the various needs of their students. Some teachers might resist change or need help adjusting to fresh approaches to instruction. It can be challenging for managers who want to foster an environment of empowerment (Dash & Vohra, 2019; Maluleke, 2019; Zahed-Babelan *et al.*, 2019).

Additionally, the autonomy of empowered teachers must be balanced with responsibility for student outcomes. It can be challenging because educators might be held accountable for events beyond their control. A workplace where employees feel empowered requires effective communication. Administrators must be able to convey expectations and feedback to teachers, and teachers must be able to communicate their needs and concerns to administrators and their peers. Overall, teacher empowerment has numerous advantages, but it also needs help, resources, and good communication. Administrators and teachers must collaborate to create an empowered workplace that supports both teacher autonomy and accountability for student outcomes (Istemic, 2021; Yao *et al.*, 2020; Zhu *et al.*, 2019).

In contrast, teacher empowerment has become crucial to educational reform as teachers participate more in school improvement initiatives. High-stakes testing that directs curriculum and instruction rather than evaluating critical thinking may be a factor. This lack of control and input may cause teachers to believe their level of efficacy

has decreased. In order to be more productive, schools across the nation today struggle to build more collaborative environments. Teachers are encouraged to take the initiative to oversee and improve their schools by actively participating in building or district leadership in schools that envision these empowered environments (Jiang *et al.*, 2019; Kusumaningrum *et al.*, 2019; Tupas, 2021).

On the other hand, the current trends in educational best practices have made teacher empowerment more obvious. The success of schools, businesses, or other organizations relies heavily on the employees' sense of empowerment. Which individuals have a common objective? The current movement for effective schools places a high value on teacher empowerment and teachers' perceptions of their empowerment. More opportunities for staff to participate in critical organizational decision-making processes are necessary for school improvement. The definition of teacher empowerment is a process whereby participants believe they have the knowledge and skills to act on a situation and improve it, as well as the competence to take charge of their growth (Abidinsyah *et al.*, 2019; Gholami *et al.*, 2019; Vieira, 2020).

Moreover, since educational leaders are also looking into empowerment strategies for their staff due to similar productivity concerns and constraints, teacher empowerment has become a focus of educational reform, leadership models, and teaching effectiveness. According to experts, there are three different levels to the concept of empowerment. In the foundational level, which is the first, teacher empowerment is represented by teachers using critical thinking to solve problems and school administrators proactively looking for teacher leaders to participate in decision-making processes at their institutions. At the second level, teachers can gain knowledge, skills, and a sense of self-efficacy, impact, or empowerment through specialized programs (Atik & Celik, 2020; Kõiv *et al.*, 2019; Sahito & Vaisanen, 2020).

Furthermore, the final level of empowerment suggests inconsistencies in how teachers are included in the decision-making process and that top-down forced empowerment is undesirable because it stifles teacher leadership due to insufficient training. It causes a culture of mistrust and confusion within the school. For school leaders, developing an empowered culture is a challenge. Most schools have formal and unofficial teacher power structures that impact the development of cultures of empowerment. Because educators are so ingrained in their cultures, it can be challenging to leave behind their traditions and presumptions to assess their standard practices critically. Cultural norms substantially impact how people think, feel, and behave (Bessa *et al.*, 2021; Dash & Vohra, 2019; Maluleke, 2019).

Each school has a culture that may encourage collaboration or have teachers instructing alone. According to academic research, collaborative environments increase teachers' commitment to current best instructional practices, assessment, and vision. Teachers who work alone are isolated, which fosters competition, feelings of inadequacy and insecurity, and discourages information sharing. Short concluded that the literature summarizing current issues affecting a teacher's working life revealed three significant problems: teachers teach in isolation, perceive themselves as separate, and are not

involved in systemic, school-wide decision-making processes (Suriansyah *et al.*, 2019; Yao *et al.*, 2020; Zhu *et al.*, 2019).

Teachers who gain more responsibility and autonomy may find empowerment a demanding and intense experience. Teachers should prioritize self-care to handle the stress and demands of their work, which can be managed with the help of the coping mechanisms listed below. Exercise, meditation, and spending time with friends and family are a few examples. Teachers must adapt to managing their time. Teachers must prioritize their tasks and establish attainable goals to manage their workload. Working together with coworkers can offer encouragement and a sounding board for ideas. Teachers can share the workload and solve issues collectively by cooperating (Tindowen, 2021; Wilcoxon *et al.*, 2020; Zahed-Babelan *et al.*, 2019).

In addition, to continually improve their teaching methods, teachers should ask for feedback from their peers and administrators. Teachers can benefit from this feedback by adjusting their strategies and ensuring they are meeting their students' needs. The best way for empowered teachers to stay current on the most recent findings and industry best practices is to take advantage of professional development opportunities. It entails being open to experimenting with new methods and teaching techniques. Overall, teachers' coping strategies include prioritizing self-care, using time wisely, collaborating, getting feedback, seeking professional development, and being adaptable to change. In addition to creating a positive and productive work environment, teachers can manage the difficulties of empowerment (Gunawan *et al.*, 2019; Quan *et al.*, 2019; Zhang *et al.*, 2021).

On the other hand, the development of autonomous cultures has been gradual. In the past, staff interviews, school scheduling procedures, and financial responsibilities have yet to be entrusted to teachers. Effective schools must be built on shared understandings and shared values. Research on participatory decision-making in empowering contexts indicates that heightened worker involvement in critical choices within businesses and industries correlates with enhanced productivity and a greater sense of employee ownership. As a component of empowerment, decision-making is defined as "*teachers' participation in significant decisions that directly affect their work, such as budgets, teacher decision-making, planning, instruction, and other programmatic areas*" (Bessa *et al.*, 2021; Dash & Vohra, 2019; Maluleke, 2019).

Moreover, making decisions is important because teachers want to have control over their educational experiences and classrooms and want to feel appreciated and valued staff members. Studies on parents' involvement, administrative involvement, and teacher perceptions revealed that more involved teachers are effective. Teachers who felt they were not a part of their school leadership teams were less motivated by the shared decision-making processes in their respective schools. As a component of empowerment, professional growth refers to teachers' perceptions that their workplace offers them opportunities to advance professionally, learn continuously, and broaden their skill sets through school-related work (Abidinsyah *et al.*, 2019; Gholami *et al.*, 2019; Viera, 2020).

Additionally, professional growth refers to teachers' perceptions of the school and occurs with meaningful professional development. The district where they work offers

them chances to keep developing personally and professionally. The goal of staff development is to make employees more effective individually and collectively in assisting all students in achieving the desired results. Status, the third empowerment component, refers to teachers' opinions of their peers' support, respect, and admiration. The public's perception of achievement, rising expectations, and unfavorable media coverage of teachers' performance may all impact their status. Other elements that affect teachers' perceptions of status include poor pay, subpar facilities, disruptions to class time, and a lack of parental support (Abu Nasra & Arar, 2020; Gravett & Kinchin, 2020; Rahmawati *et al.*, 2020).

3. Material and Methods

This study employed a qualitative research design, namely a multiple case study, which answers the research questions and explores the real-life experiences of the participants. A case study is a qualitative research methodology commonly used in the social and life sciences. It is defined as an intensive, systematic investigation of a single individual, group, community, or other unit in which the researcher examines in-depth data relating to several variables using concrete data, collecting information from various sources, and defining case themes through an analysis of many or one case (Heale & Twycross, 2018).

Moreover, an open-ended and conversational approach to data collection is the foundation of the market research technique known as qualitative research. This approach focuses on the "what" and "why" of people's opinions. Take a convenience store, for instance, that wants to increase customer traffic. More men are coming into this store, according to a scientific observation. Interviewing potential customers in-depth is an excellent way to learn why women were not coming into the store (Staller & Chen, 2022).

Many techniques can be used to gather qualitative data, and a single qualitative study may use several techniques at different points in the data collection phase. The social sciences serve as the foundation for qualitative research. In light of this, the qualitative research techniques enable detailed and additional probing and questioning of respondents. Additionally, the researcher or interviewer tries to comprehend their intentions and emotions. In order to conclude market research, it can be helpful to understand how the audience decides (Williams, 2019).

Moreover, a multiple case study design involves thoroughly studying natural phenomena in a given period. A case study is all about depth; it requires digging and digging deep. It provides overall meaning and elicits understanding. Case study research explores real-life experiences using a descriptive approach and a contemporary bounded system. It is through detailed, in-depth data collection involving various sources of information and reports, a case description, and case themes. This qualitative research is an inquiry approach that helps analyze and understand a phenomenon (Bressanelli *et al.*, 2019).

A multiple-case study is a research design used to investigate a phenomenon or problem by examining it across multiple cases or instances. It includes gathering and analyzing data from many sources to identify patterns, similarities, and differences

across the cases. Multiple case studies can be used to learn and understand complex phenomena and test or develop theories. Researchers select a sample of cases relevant to the research question or problem under investigation in a multiple case study. The cases can be individuals, groups, organizations, or entire communities. Data is then collected using various methods such as interviews, surveys, observations, and document analysis. The data is analyzed to identify common themes, patterns, and differences across the cases. The findings are then compared and contrasted to conclude the phenomenon being studied (Miri & Macke, 2022).

The participants of this study were six public school teachers in Silway-8 Elementary School, Polomolok 4 District. The research relied on the participants' ability to explain their experiences and answer questions about the interview. The informants and participants had varying degrees of expertise and experience, which may be subjective. Since this study is for the empowerment of public-school teachers, the requisite permission from participants to obtain access will be sought. The study and its intent are directly told to the participants.

This study, through in-depth interviews, focused on open-ended questions. Given this sample's limited number of subjects, six were interviewed in depth (IDI). Therefore, it would be optional to generalize the findings of the investigations to other regions of the world.

Inclusion criteria were six teachers: two teachers I, one teacher II, one teacher III, and another two other teachers in the master teacher position. Male or female, aged 25-45, working as a public school teacher for more than five years at the Department of Education. One of the six participants was the President of the Teacher Club. They were all teacher advisers.

Moreover, the exclusion criteria included teachers from private schools, and those who did not fulfill the required number of service hours would not be included. Concerning the withdrawal criteria, the participant was free to decline to answer any questions or follow any instructions, and they could withdraw from the study at any time.

In qualitative multiple-case study research, the meaning structures people use to arrange their experiences and make sense of their environment are discovered through interviews. It may uncover the meanings hidden behind these structures, which the informants typically take for granted. This study uses an expert-validated researcher-made interview guide to acquire data from participants systematically. In order to guarantee that the pertinent data required to answer the study questions was efficiently obtained, the interview guide was created. The interview guide enabled the researcher to ask targeted questions and encouraged participants to go into further detail in their answers by facilitating an organized dialogue throughout the interviews. The participants' comments were captured using a voice recorder, which allowed for the detailed preservation of their ideas and experiences. This approach not only improved the data's dependability but also gave the researcher the chance to concentrate on the conversation itself, free from the interruption of taking notes. The researcher wrote the

participants' answers and then transcribed them, ensuring that the exact answers to the study's objectives were recorded well.

Before the study, the researcher asked permission to survey with a formal letter addressed to the Schools Division Superintendent of South Cotabato Division and the School Principal of Silway-8 Elementary School. Upon approval, the researcher then coordinated with the teachers involved in the study. After ensuring the rigor and appropriateness of the interview guide, the following data-gathering procedures were observed:

First was the preparation of the logistical requirements, which included the venue and audio/voice recorder used during the interview with the participants. The venue and time were determined during the face-to-face meeting.

Second, before the interview, the participants were given a copy of the consent form to sign via a physical meeting. It contains the study's objectives, methodology, confidentiality, and benefits, including the contact number of the researcher if there are clarifications or verifications of the purpose, after which, with no further questions or clarifications, the Consent Form will be retrieved. A Participant Agreement Form follows, which indicates the agreement between the participants and the researcher regarding the interview and transcription process. It includes the use of a pseudonym and other pertinent information to help the researcher come to know and recall each participant. Most of all, the form included their permission to conduct the interview.

Further, it was followed by a one-on-one interview with the participants via face-to-face. It consisted of two parts. The first part was a mere solicitation of information that would serve as the basis for the background of the participants. The second part was the proper interview, which consisted of questions on when the public school teachers retired early, followed by developmental questions to gain more meaningful answers.

A qualitative research interview assesses the relevance of the recalled event to obtain the interviewee's description of reality. A qualitative research interview aims to examine experiences, opinions, or beliefs about a specific topic or issue. Comparing qualitative and quantitative research methods—such as questionnaires and interviews—reveals more information about social patterns (Bhasin, 2019; Brinkmann & Kvale, 2018).

Qualitative research conducted interviews that aim to discover learnings from the chosen participants' perspective, clarify the significance of people's experiences, and reveal their lived reality before the development of scientific explanations. Further, qualitative research interviews unfold as an interviewer asks the interviewee questions to gather personal information about a particular topic or experience (DeJonckheere & Vaughn, 2019).

The data was analyzed in three steps. Breaking down a whole into its essential elements for individual study is known as analysis. Data analysis transforms raw data into information that consumers may use to make decisions. Data is gathered and analyzed to answer questions, test hypotheses, or disprove theories (Castleberry & Nolen, 2018; Tracy, 2019).

The data, on the other hand, is processed using interpretative phenomenological analysis (IPA) methods. The initial interview, observation, and document viewed in the

study all serve as jumping-off points for the investigation. The first stage in doing an IPA analysis was to become immersed in the original data by reading and re-reading participant responses and taking notes that reflected the researcher's initial views. To decrease the number of details in the data, step two required locating and categorizing themes describing each text section. These are conceptual titles that should reflect something about the essence of what the text represents. Step three entailed looking for links between recognized themes and aggregating them into organized chunks that made sense of the original data. The next phase was for the researcher to look for commonalities across interviews in order to incorporate themes into an all-inclusive master list in order to describe and comprehend the phenomenon of interest (MacLeod, 2019; Larkin *et al.*, 2019).

For better understanding, the researcher defined the following terms operationally:

- **Conversational Approach.** As used in this study, it refers to a style of interviewer that strongly emphasizes communication, interaction, and idea sharing between the participants and the researcher.
- **Multiple Case Study.** As used in this study, it refers to a research technique in qualitative research to examine a phenomenon in the context of real-world occurrences, and it is the method utilized to conduct this study.
- **Open-ended Approach.** As used in this study, it refers to a technique that allows participants to freely share their ideas, opinions, and experiences without being restricted by predefined categories or response possibilities and the gathering of data from interviews.
- **Significant Experiences.** As used in this study, it refers to the relevant professional experiences of teachers in Silway-8 Elementary School.
- **Teachers Empowerment.** As used in this study, it refers to giving teachers the resources, authority, freedom, encouragement, and autonomy they need to make decisions regarding their professional growth and methods of instruction to the public school teachers in Silway-8 Elementary School.
- **Teaching Learning Process.** As used in this study, it refers to the techniques and strategies used by the teacher.

4. Results and Discussion

This chapter presents the results of the multiple qualitative case study research questions that served as the informants' data sources. These research questions are as follows: How is teachers' empowerment being described? What are the similarities and differences among the cases in terms of experiences, coping, and insights?

This study emphasized conducting a case study analysis following the in-depth interviews with six (6) public school teachers. The recorded audio of interviews was carefully transcribed, tagged, and categorized, leading to the identification of emerging themes. Some respondents responded in English, while others responded in Filipino. Transcripts and vernacular replies were translated into English to ensure that the

thoughts remained in the same context and that the notions remained consistent with the transcript. Furthermore, the method included deciding which data would be appropriate for the study and judged helpful and relevant to the research questions.

Through the researcher's interaction with and immersion in the raw data, findings in patterns, themes, or categories emerge, which is the essence of the inductive form of qualitative data analysis. The initial stages of this analysis involve open coding, which emphasizes recognizing patterns that emerge from the data rather than analyzing data based on an existing framework, as one might do in deductive analysis with quantitative data. These codes summarize and label patterns, themes, or categories observed in the data.

The research question was answered, and an in-depth interview was conducted with five participants. Several sub-questions were asked to draw out their experiences as public school teachers on teacher empowerment. Three emergent themes were formulated based on their personal experiences: liberty, personal satisfaction, and setbacks.

Public school teachers celebrate the essence of freedom, which involves embracing the autonomy to make choices and decisions and wielding authority over one's path. This concept extends to individuals' liberty to act according to their will, unrestricted by external constraints. It encompasses the profound capacity to navigate life's journey with independence, where individuals are free to shape their destinies and determine the course of their actions. This multifaceted idea of freedom encompasses the power to choose, make decisions, and exercise authority, ultimately fostering a sense of self-determination and personal empowerment.

The interview outcomes underscored that the foremost obstacle hindering teacher empowerment in public schools is the inadequacy of resources. Public school teachers often grapple with a shortage of essential tools, materials, and financial support to effectively carry out their roles. This insufficiency encompasses a spectrum of resources, ranging from up-to-date teaching materials and technology to funding for professional development opportunities. Insufficient resources can impede teachers' ability to create engaging and dynamic learning environments, limiting their capacity to adapt to evolving educational methodologies. The challenge extends beyond individual classrooms to encompass broader systemic issues, highlighting the need for increased investment and support in public education to empower teachers and enhance the overall quality of education.

Based on the cross-analysis of the participants' narratives, public school teachers defined teachers' empowerment as a teacher's freedom to choose. The essence of empowerment, as perceived by teachers, lies in providing them with the flexibility to tailor their teaching strategies to the unique needs of their students and the dynamics of their classrooms. This freedom to choose fosters professional agency and efficacy, allowing educators to personalize their teaching practices and contribute meaningfully to the educational process. Teachers' empowerment is intricately tied to their latitude in making choices that enhance their educational effectiveness and impact.

4.1 Similarities and Differences Based on the Interview Results of the Participants

Similarly, all participants shared the same experiences on teachers' empowerment. Participants defined teachers' empowerment as having enough resources and freedom to give every learner the education they deserve. In a broader sense, teachers' empowerment encompasses having sufficient resources and the freedom to deliver the education every learner deserves. The availability of ample resources is crucial, as it ensures teachers have access to up-to-date materials, technology, and support systems necessary for effective teaching. It includes well-equipped classrooms, educational tools, and professional development opportunities. Concurrently, the freedom aspect emphasizes the autonomy for educators to make pedagogical decisions tailored to the diverse needs of their students, fostering an environment conducive to optimal learning experiences. When teachers are empowered with both resources and the freedom to choose their instructional approaches, they can better cater to individual learning styles, adapt to evolving educational needs, and provide a high-quality education that meets the unique requirements of each learner, ultimately contributing to a more inclusive and equitable educational landscape.

4.2 Coping Mechanism of Public-School Teachers on Teacher's Empowerment

The research question was answered, and an in-depth interview was conducted with six participants. Several sub-questions were asked to draw out their experiences of public school teachers on teacher empowerment. Based on their personal experiences, two emergent themes were formulated: internal influences and external influences.

Public school teachers' time management is a crucial skill that efficiently organizes and prioritizes tasks to maximize productivity. One key aspect is completing tasks ahead, allowing for potential unforeseen challenges and reducing last-minute stress. Preparing involves anticipating future responsibilities, setting realistic goals, and planning accordingly. This proactive approach not only ensures smoother task execution but also enhances one's ability to adapt to changing circumstances. Internal influences play a significant role in time management, as individual habits, attitudes, and mindset impact the ability to allocate time effectively. Developing a disciplined and focused mindset, cultivating a sense of responsibility, and maintaining a positive attitude are internal factors that contribute to successful time management.

Participants noted that external influences, specifically activities like Parent-Teacher Association (PTA) meetings and School Learning Action Cell (LAC) sessions, played a pivotal role in aiding their coping mechanisms amidst the challenges associated with teacher empowerment. These external engagements provided a supportive framework by fostering collaboration and communication between teachers, parents, and administrators. PTA meetings facilitated a platform for constructive dialogue and understanding between educators and parents, creating a unified approach to address challenges. Similarly, LAC sessions, designed for professional development and teacher collaboration, equipped participants with valuable insights and strategies to enhance their teaching capabilities. The collective impact of these external influences contributed

to overcoming challenges and created a collaborative environment that promoted ongoing teacher empowerment and growth.

The cross-analysis of participants' narratives revealed that public school teachers employ time-management strategies as a primary coping mechanism. Teachers in public schools face numerous demands, from lesson planning and grading to administrative tasks, making effective time utilization critical. Through meticulous planning and prioritization, teachers allocate time efficiently, ensuring that they meet the diverse responsibilities of their profession. It includes preparing instructional materials, attending professional development sessions, and engaging in administrative duties. The emphasis on time management as a coping strategy highlights the importance of organization and strategic planning in navigating the multifaceted challenges within the public school teaching environment. Adequate management time emerges as a crucial skill, enabling teachers to maintain balance, enhance productivity, and ultimately contribute to their well-being in public education's dynamic and demanding context.

4.3 Similarities and Differences Based on the Interview Results of the Participants

Similarly, participants consistently articulated time management as the most effective means of coping with their challenges. In their narratives, teachers underscored the significance of allocating time judiciously to address the myriad responsibilities inherent in their profession. This strategic approach allows them to navigate the complexities of lesson planning, grading, and administrative tasks, ensuring a balanced and organized workflow. By proactively managing their time, educators express heightened control over their workload, reducing stress and enhancing overall job satisfaction. The focus on time management as the favored coping method highlights its widespread relevance and efficacy in alleviating obstacles faced in schooling. The participants' collective perspective reinforced that a well-organized and disciplined approach to time utilization is a linchpin in their ability to confront and overcome the diverse challenges inherent in their roles as educators.

4.4 Insights Learned by Public-School Teachers on Teacher's Empowerment

The research question was answered, and an in-depth interview was conducted with six participants. Several sub-questions were asked to draw out their experiences of public school teachers on teacher empowerment. Two emergent themes were formulated based on their personal experiences: professional development and incentives.

Teachers believed that ongoing learning, called professional development, is crucial for their job satisfaction and effectiveness. They want practical and personalized learning experiences directly related to their classroom challenges. Teachers also value working together with colleagues and sharing ideas and best practices. Professional development is key to staying effective and happy in their teaching roles.

According to the interview results, participants described how their experiences affected liberty, personal satisfaction, and setbacks. Teachers appreciate incentives for professional development because they see them as more than just money – they value opportunities to learn and grow in their careers. Insights show that good incentives

should match individual needs and goals, creating a positive and fulfilling professional experience.

4.5 Similarities Based on the Interviewed Results of the Participants

Underscored in Table 1 are the similarities of the six cases in their experiences, coping mechanisms, and teachers' insights on teacher empowerment.

Table 1: Similarities of Experiences, Coping Mechanisms, and Insights of Cases

Themes on Experiences, coping Mechanism and Insights	Case Unit	Remarks
	Similar	
Experiences:		
Liberty	1, 4	Only cases 1 and 4 define teacher empowerment as freedom inside the classroom.
Personal Satisfaction	1, 5	Cases 1 and 5 perceived that teacher empowerment impacts professional growth and development for teachers.
Setbacks	1	Only Case 1 considers the conflicting activities of the teachers as the most challenging problem.
Independence	2, 6	Only cases 2 and 6 define teacher empowerment as freedom inside the classroom.
Fulfillment	2, 6	Cases 2 and 6 were fulfilled by their job.
Limitations	2, 6	Cases 2 and 6 do whatever they want to do.
Autonomy	3, 5	Only Cases 3 and 5 have autonomy inside the classroom.
Empowerment	3, 5	Cases 3 and 5 were empowered teachers.
Constraints	3	Only Case 3 felt constraints and could not provide professional decisions, participate in and engage in teaching practices, and contribute to school policies and initiatives.
Gratification	4	Case 4 was satisfied, pleased, and contented with her job.
Obstruction	4	All cases except Case 4 did not encounter hindrances to teacher empowerment.
Coping Mechanism:		
Internal Influences	1	Only Case 1 coped with the challenges through internal influences.
External Influences	1, 4	Cases 1 and 4 coped through external influences.
Preparedness	2, 6	Cases 2 and 6 were prepared, which enabled them to cope with the challenges.
Engagement	2, 6	Cases 2 and 6 engaged with various school activities.
Proactive	3	Only Case 3 was proactive.
Collaborative	3, 5	All cases except Cases 3 and 5 collaborate to cope with their challenges.
Personal Factors	4	Case 4 copes through personal factors.
Vigilant	5	Only Case 5 was vigilant in order to cope with the challenges.
Insights:		
Personal Development	1, 4	Cases 1 and 4 showed that personal development is significant in being an empowered teacher.
Incentives	1, 3	Cases 1 and 3 showed that incentives are very essential to empower teachers.
Progression	2, 6	All cases except Cases 2 and 6 were not progressing.

Efficiency	2, 6	Cases 2 and 6 were personally enriched.
Personal Enrichment	3	Only Case 3 was enriched personally.
Extrinsic Factors	4	All cases except Case 4 have various insights not related to extrinsic factors.
Personal Growth	5	Case 5 personally grew through her experiences on teacher empowerment.
Motivation	5	Case 5 learned to be motivated.

4.6 Differences Based on the Interviewed Results of the Participants

Underscored in Table 2 are the differences between the six cases in terms of their experiences, coping mechanisms, and teachers' insights on teacher empowerment.

Table 2: Differences of Experiences, Coping Mechanisms, and Insights of Cases

Themes on Experiences, coping Mechanism and Insights	Case Unit	Remarks
	Different	
Experiences:		
Liberty	2, 3, 5, 6	Cases 2, 3, 5, and 6 define teacher empowerment as decision-making, problem-solving, and carrying out one's role.
Personal Satisfaction	2, 3, 4, 6	Cases 2,3, 4, and 6 did not perceive teacher empowerment as impacting professional growth and development for teachers.
Setbacks	2, 3, 4, 5, 6	Cases 2, 3, 4, 5, and 6 did not consider the conflicting activities of the teachers as the most challenging problem.
Independence	1, 3, 4, 5	Cases 1,3,4, and 5 define teacher empowerment as having enough resources and decision-making.
Fulfillment	1, 3, 4, 5	Their job did not fulfill cases 1, 3, 4, and 5.
Limitations	1, 3, 4, 5	Cases 1, 3, 4, and 5 felt restricted from doing whatever they wanted to do.
Autonomy	1, 2, 4, 6	Cases 1,2,4, and 6 did not have autonomy inside the classroom.
Empowerment	1, 2, 4, 6	Cases 1,2,4, and 6 were not empowered teachers.
Constraints	1, 2, 4, 5, 6	Cases 1,2, 4, 5, and 6 did not feel constrained and could not provide professional decisions or participate and engage in teaching practices and contribute to school policies and initiatives.
Gratification	1, 2, 3, 5, 6	Cases 1, 2, 3, 5, and 6 were not satisfied, pleased, and contented with her job.
Obstruction	1, 2, 3, 5, 6	Cases 1, 2, 3, 5, and 6 encountered different hindrances to teacher empowerment.
Coping Mechanism:		
Internal Influences	2, 3, 4, 5, 6	Cases 2, 3, 4, 5, and 6 cope with the challenges, not with internal influences.
External Influences	2, 3, 5, 6	Cases 2, 3, 5, and 6 did not cope through external influences.
Preparedness	1, 3, 4, 5	Cases 1, 3, 4, and 5 were not prepared, which enabled them to cope with the challenges.

Engagement	1, 3, 4, 5	Cases 1,3,4, and 5 did not engage with various school activities.
Proactive	1, 2, 4, 5, 6	Cases 1, 2, 4, 5, and 6 were not proactive.
Collaborative	1, 2, 4, 6	Cases 1, 2, 4, and 6 did not collaborate with others to cope with their challenges.
Personal Factors	1, 2, 3, 5, 6	Cases 1, 2, 3, 5, and 6 did not cope through personal factors.
Vigilant	1, 2, 3, 4, 6	Cases 1, 2, 3, 4, and 6 were not vigilant in order to cope with the challenges.
Insights:		
Personal Development	2, 3, 5, 6	Cases 2, 3, 5, and 6 learned that personal development was not very important to be an empowered teacher.
Incentives	2, 4, 5, 6	Cases 2, 4, 5, and 6 showed that incentives are not very essential to empower teachers.
Progression	1, 3, 4, 5	Cases 1, 3, 4, and 5 were progressing.
Efficiency	1, 3, 4, 5	Cases 1, 3, 4, and 5 were not personally enriched.
Personal Enrichment	1, 2, 4, 5, 6	Cases 1, 2, 4, 5, and 6 were not enriched personally.
Extrinsic Factors	1, 2, 3, 5, 6	Cases 1, 2, 3, 5, and 6 did not have various insights not related to extrinsic factors.
Personal Growth	1, 2, 3, 4, 6	Cases 1, 2, 3, 4, and 6 did not personally grow through their experiences on teacher empowerment.
Motivation	1, 2, 3, 4, 6	Cases 1, 2, 3, 4, and 6 are not motivated.

The results of a qualitative case study investigating the experiences, challenges, coping mechanisms, and insights learned by public school teachers on teacher empowerment. In-depth interviews were conducted with the selected participants, and the transcribed narratives were coded, categorized, and analyzed to identify the emerging themes. The study revealed three emerging themes: experiences of public school teachers on teacher's empowerment, coping mechanisms of public school teachers on teacher's empowerment, and insights from public school teachers on teacher's empowerment. Several major categories were also identified based on the group of codes. For the experiences of public school teachers on teacher empowerment, the following emergent themes were formulated: liberty, personal satisfaction, setbacks, independence, fulfillment, limitations, autonomy, empowerment, constraints, gratification, and obstruction. For the coping mechanism of public-school teachers on teacher empowerment, the following emergent themes were formulated: internal influences, external influences, preparedness, engagement, proactive, collaborative, personal factors, and vigilant. For insights learned by public school teachers on teacher empowerment, the following emergent themes were formulated: professional development, incentives, progression, efficiency, personal enrichment, extrinsic factors, personal growth, and motivation.

After an in-depth analysis of the data gathered, the following findings were drawn:

4.6 Experiences of the Public-School Teachers on Teacher's Empowerment

Eleven emergent themes were formulated based on their personal experiences: liberty, personal satisfaction, setbacks, independence, fulfillment, limitations, autonomy, empowerment, constraints, gratification, and obstruction.

4.6.1 Liberty

Liberty denotes enjoying freedom from oppressive limitations or unwarranted interference by authority. It encapsulates the notion of personal autonomy, highlighting the entitlement to make choices across different facets of life without undue constraints. A foundational concept in political philosophy, liberty is integral to the tenets of democracy and human rights. It encompasses key freedoms like the right to express oneself, gather peacefully, and practice one's religion, playing a pivotal role in molding democratic societies by safeguarding the rights and individual autonomy of their citizens.

4.6.2 Personal Satisfaction

Personal satisfaction is the subjective experience of contentment and fulfillment stemming from one's achievements, life experiences, and alignment with individual values. It signifies a profound sense of well-being that emerges when personal goals are realized and a sense of purpose is fulfilled. Beyond external validation, personal satisfaction is often connected to an individual's self-worth and internal standards of success. It comprehensively evaluates various life aspects, including relationships, career, and personal growth. The attainment of personal satisfaction involves self-awareness, the establishment of meaningful goals, and the cultivation of a harmonious balance between aspirations and the realities of life. Ultimately, it contributes to fostering a positive and fulfilling sense of self.

4.6.3 Setbacks

Setbacks encompass unforeseen obstacles, challenges, or reversals that obstruct progress and hinder the realization of goals. These hurdles can take various forms, from personal and professional difficulties to situational challenges, disrupting anticipated trajectories. Setbacks may originate from external influences, unexpected circumstances, or internal struggles, putting resilience and adaptability to the test. Whether temporary disruptions demand problem-solving and perseverance or more prolonged obstacles necessitating a reevaluation of plans, setbacks play a crucial role in personal and professional development. How individuals respond to setbacks significantly shapes their personal growth, resilience, and capacity to overcome future challenges, recognizing setbacks as inherent elements of the journey toward success and accomplishment.

4.6.4 Independence

Independence refers to the capacity of teachers to create learning opportunities that enable students to take charge of their education and acquire the abilities required for critical thinking and self-directed inquiry. In contrast to being passive absorbers of

knowledge, teachers encourage children who are taught independence to participate actively in the learning process. In education, independence refers to giving pupils the tools they need to become engaged, self-directed learners who can confidently and competently negotiate the challenges of the learning process.

4.6.5 Fulfillment

A sense of fulfillment can result from constantly developing as an educator through professional development opportunities, continuing education, and teamwork with colleagues. Teachers who feel encouraged to grow personally are more likely to be satisfied with their jobs. Knowing that they are impacting their pupils' lives brings great satisfaction to many teachers. Watching pupils develop, learn, and thrive on the intellectual, social, and emotional levels may be tremendously fulfilling. Establishing solid relationships with students, coworkers, and the larger school community may be highly satisfying. Teachers enjoy creating a welcoming, inclusive classroom where kids feel appreciated and valued. A happy and satisfying work atmosphere can be made by acknowledging and applauding the successes and milestones of coworkers and students. It is possible to raise spirits and build a sense of achievement by recognizing the effort and commitment of all those engaged in the educational process. Factors such as enhancing students' lives, fostering profound connections, advancing personal and professional growth, and contributing to the community can result in teacher satisfaction. Depending on their individual beliefs, interests, and experiences, teachers may find satisfaction in various facets of the teaching profession.

4.6.6 Limitations

There are several obstacles that teachers must overcome in order to practice their profession effectively and with job satisfaction. Among the frequent restrictions are Limited Resources, which means that educators frequently have to make do with little in the way of supplies for the classroom, antiquated textbooks, and restricted technology. It makes it more difficult for them to give their pupils stimulating and effective education and to establish the best possible learning environments. Second, there are time limits. Teachers frequently have a finite amount of time to fulfill the varied requirements of their pupils and complete the required curriculum. It can be difficult and frustrating to juggle meetings, professional development, grading, instructional preparation, and other administrative duties in a constrained time. Finally, there are educational inequities. Teachers may work in districts or schools with unequal financing, resources, and support systems, which can affect students' academic performance. It takes a team effort to address structural injustices, which goes beyond the purview of individual educators.

4.6.7 Autonomy

Autonomy is teachers' latitude and adaptability in choosing their instructional strategies, curricula, and classroom management techniques. It allows educators to use their professional judgment, creativity, and knowledge in the classroom, eventually improving student outcomes and teaching effectiveness. Teachers with autonomy are

more equipped to meet the varied needs of their pupils and foster a culture of professionalism, teamwork, and ongoing development in the classroom. Teachers can select strategies and tactics that best fit their pupils' preferences and learning styles when given autonomy.

4.6.8 Empowerment

Giving educators the instruments, resources, autonomy, and support they require to carry out their duties well, contribute significantly to their schools and communities, and promote improvements in education is known as the empowerment of teachers' process. Teachers who are empowered possess the information, abilities, and self-assurance necessary to design engaging lessons, cultivate a positive learning atmosphere, and leave a lasting impression on their pupils. In order to establish a positive, welcoming, and productive learning environment where instructors may flourish professionally and significantly impact the lives of their pupils, teacher empowerment is crucial.

4.6.9 Constraints

Within the teaching process, constraints pertain to the diverse range of obstacles and limitations that educators may face in their jobs, potentially affecting their capacity to provide instruction and facilitate student learning efficiently and effectively. Instructors frequently face time constraints to cover the curriculum, accomplish learning objectives, and offer students specialized help. Managing meetings, grading, instructional planning, teaching, and other administrative responsibilities, all within a set timetable, can be difficult.

Educators may experience pressure to meet expectations and standards from community members, officials, and parents. It might be challenging to balance upholding professional autonomy and integrity with these demands. Many educators are committed professionals who put great effort into overcoming obstacles and giving their pupils an excellent education and support.

4.6.10 Gratification

The gratification of teachers comes from various aspects of their profession, which bring them fulfillment and satisfaction. Knowing that they are influencing their students' lives is one of educators' most significant sources of satisfaction. It is immensely satisfying for instructors to watch kids develop, mature, and achieve intellectually, socially, and emotionally. Teachers frequently establish deep bonds with their pupils, fellow educators, and the larger school community. Establishing robust connections founded on trust, respect, and empathy can provide teachers with great satisfaction as they assist students in their academic and personal growth. Various things contribute to teachers' satisfaction, such as changing students' lives, fostering relationships, observing advancements, being inventive and creative, sensing their worth and appreciation, growing professionally, discovering their mission, and having a positive influence outside the classroom. Depending on their personal beliefs, passions, and life experiences, teachers may find fulfillment in various facets of the teaching profession.

4.6.11 Obstruction

Obstruction prevents or hinders advancement, mobility, or proper operation. An obstruction can take many forms, such as a physical barrier, an impediment, or a hindrance that obstructs accomplishing a purpose or objective. Obstruction in teaching can make it more difficult for instructors to assist students' learning and efficiently offer education. These impediments may result from several sources, such as personal obstacles, resource constraints, and systemic issues. Obstruction in education can take many forms, such as a lack of resources, excessive class sizes, pressure from standardized testing, or bureaucratic rules that make it difficult for teachers to instruct and assist students in learning correctly. An obstruction is anything that makes things difficult, slows down progress, or gets in the way of reaching a goal. Overcoming obstacles and making progress toward achievement requires recognizing and removing roadblocks.

4.7 Coping Mechanism of the Public-School Teachers on Teacher's Empowerment

Based on the coping mechanism of public school teachers, eight emergent themes were formulated: internal influences, external influences, preparedness, engagement, proactive, collaborative, personal factors, and vigilant.

4.7.1 Internal Influences

Internal influences encompass a range of factors and elements that emerge from within an individual, exerting significant influence on their thoughts, behaviors, and decision-making processes. These internal elements comprise personal beliefs, values, attitudes, motivations, and cognitive processes, representing intrinsic aspects of an individual's character and psychological composition. They play a crucial role in shaping how individuals perceive and respond to the world around them. A profound understanding of internal influences is important in psychology, marketing, and education, as it facilitates a more profound comprehension of human behavior. This comprehension, in turn, enables the development of effective strategies to encourage positive outcomes or address challenges at the individual level.

4.7.2 External Influence

External influences comprise a spectrum of factors and forces originating outside an individual that impact their thoughts, behaviors, and decisions. These influences may manifest as environmental, societal, cultural, economic, or interpersonal elements. They shape an individual's experiences and perspectives, influencing attitudes, values, and choices. Examples of external factors include societal norms, cultural expectations, economic conditions, and the impact of peers, all of which significantly contribute to shaping an individual's behavior and decision-making. Understanding external influences proves indispensable in sociology, marketing, and public policy disciplines. It enables a thorough analysis of how individuals are molded by their surroundings and, reciprocally, how they contribute to broader social dynamics.

4.7.3 Preparedness

Preparedness is referred to as being organized, equipped, and ready to carry out the duties of teaching efficiently. Promoting seamless and fruitful teaching experiences entails extensive planning, careful analysis of instructional tactics, and anticipating potential obstacles. Cautious planning, efficient administration, and ongoing professional development are all necessary components of teacher readiness to meet the demands of a varied student body and design engaging lessons.

4.7.4 Engagement

Engagement describes educators' zeal, commitment, and active involvement in their work. It includes a strong dedication to encouraging student learning, supporting academic achievement, and positively influencing students' lives. Teachers who are genuinely engaged in their work exhibit a true passion for teaching and learning. They are passionate about what they teach and committed to igniting their students' love of learning, creativity, and curiosity. Instructors create a welcoming and inclusive environment in the classroom where learners feel appreciated, safe, and respected. They use efficient classroom management techniques to uphold discipline, encourage respect for one another, and make the most of class time. A strong dedication to student learning, a love of teaching, creative methods, ongoing professional development, cooperative learning communities, and support for constructive educational reform are characteristics of engagement in the teaching profession. Inspiring and enabling students to realize their full potential and develop into lifelong learners is a critical function of engaged teachers.

4.7.5 Proactive

Being proactive as an educator means one must show initiative, foresee difficulties, and make a concerted effort to resolve them before they worsen. Proactive teachers are goal-oriented, solution-focused, and committed to helping their pupils achieve their goals. In order to enhance their teaching abilities, remain current with best practices, and address areas for improvement, proactive educators always look for chances for professional development. In order to share ideas and tactics, proactive educators cooperate with peers and participate in workshops, conferences, and seminars. They also reflect on their teaching performance and suggest areas for improvement. They solicit input from peers and students, reflect on their teaching methods regularly, and modify their strategy in light of their reflections' newfound understanding.

4.7.6 Collaborative

Collaborative refers to working together to accomplish a shared aim or objective. Completing tasks or finding solutions entails individuals or groups cooperating to share ideas, resources, and responsibilities. Respect for one another, communication, and teamwork are key components of collaboration, which help to maximize the talents and knowledge of all participants. Acknowledging and applauding each participant's accomplishments and efforts is crucial to cooperation. Celebrating victories strengthens

the ties between team members and promotes a sense of inspiration, achievement, and camaraderie. Together, collaborators discover difficulties, examine them, and develop original solutions. They use brainstorming, critical thinking, and decision-making techniques to solve problems and get beyond challenges together.

4.7.7 Personal Factors

Personal Factors refer to individual qualities, traits, experiences, and situations that affect a person's thoughts, feelings, behaviors, and decisions. These elements influence a person's identity, viewpoints, and interactions with the outside world. Personal characteristics can significantly affect a person's relationships, well-being, and life, resulting in various circumstances. These are complex and ever-changing; they affect people's attitudes, emotions, actions, and results in life. Understanding personal aspects can help shape strategies for promoting people's growth and well-being by illuminating their identities, motives, and experiences.

4.7.8 Vigilant

A vigilant is characterized as a person who is aware and conscious of any threats, hazards, or environmental changes. A vigilant person stays alert to avoid harm coming to themselves or others or to stop bad things from happening. These are some essential traits of being watchful. When ensuring their pupils are safe, healthy, and academically successful, vigilant teachers are perceptive, aware, and proactive. To promote the success of their students, watchful educators work in tandem with parents, other stakeholders, and other teachers. In order to enhance student learning and development, they collaborate with other educators to exchange strategies, resources, and insights. They also communicate honestly and transparently with parents about their child's progress. Furthermore, a watchful educator is dedicated to establishing a secure, encouraging, and stimulating learning environment where every student can succeed intellectually, socially, and psychologically. They continue to be watchful in their responsibilities, constantly addressing their pupils' requirements and encouraging favorable results.

4.8 Insights Learned by the Public-School Teachers on Teacher's Empowerment

Based on the insight of public school teachers, eight emergent themes were formed late: professional development, incentives, progression, efficiency, personal enrichment, extrinsic factors, personal growth, and motivation.

4.8.1 Professional Development

Professional development is an ongoing process focused on acquiring and refining skills, knowledge, and competencies to augment proficiency and efficacy in a chosen profession. It entails deliberate and systematic endeavors to stay abreast of industry trends, technological advancements, and best practices. Professional development activities include workshops, seminars, online courses, conferences, and on-the-job learning experiences. The ultimate objective is to empower individuals to adapt to dynamic work environments, shoulder new responsibilities, and make meaningful

contributions to their field. Consistent engagement in professional development is imperative for fostering career growth, sustaining competence, and ensuring that professionals can adeptly navigate the complexities of their respective industries with agility and expertise.

4.8.2 Incentives

Incentives are motivational stimuli or rewards strategically designed to stimulate specific behaviors, actions, or accomplishments. These stimuli can manifest in various forms, such as financial rewards, recognition, promotions, or other benefits, to motivate individuals or groups to elevate their performance or achieve specific objectives. In organizational, economic, and social contexts, incentives influence human behavior. By offering tangible or intangible rewards, incentives establish a positive reinforcement system, aligning the interests of individuals or entities with desired outcomes. Employers commonly utilize incentives to enhance employee performance and productivity, while businesses may deploy them to attract customers or drive particular consumer behaviors. Across diverse settings and industries, incentives emerge as potent tools for shaping decision-making and fostering desired results.

4.8.3 Progression

Progression refers to advancing or developing gradually over time, frequently towards a specific objective, result, or state of being. Progression can describe development, enhancement, or progress in various social, professional, academic, or personal contexts. Progress is the process of making progress toward intended goals or states of being. It requires persistent work, tenacity, and dedication to professional and personal growth. People can realize their potential, accomplish their goals, and positively impact their communities and lives by embracing progress.

4.8.4 Efficiency

Classroom efficiency means maximizing student learning outcomes while wasting as little time, money, or effort as possible. In improving student learning and engagement, efficient teaching maximizes instructional procedures, classroom management techniques, and educational resources. In order to enhance student learning results while avoiding wasteful time, effort, and resources, teachers must optimize their teaching approaches, classroom management techniques, and resources. Teachers may provide successful, encouraging, and engaging learning environments that promote student success and academic accomplishment by embracing efficiency.

4.8.5 Personal Enrichment

Personal Enrichment is known for enhancing one's knowledge, abilities, experiences, and general well-being in ways that support one's development, fulfillment, and self-improvement. It entails partaking in endeavors, experiences, and interests that foster growth on all fronts—intellectual, emotional, physical, and spiritual. "Personal enrichment" refers to a wide range of activities meant to broaden perspectives, increase

comprehension, and improve one's quality of life. It refers to A lifetime path of self-improvement, progress, and self-discovery that gives life more depth, significance, and richness. Through investing in personal enrichment activities and endeavors, people can broaden their perspectives, improve their quality of life, and design a more purposeful and harmonious existence.

4.8.6 Extrinsic Factors

Extrinsic factors are outside forces or situations that affect a person's actions, motives, or results. These external influences can be social, cultural, environmental, economic, or situational and can mold attitudes, choices, and behaviors. Extrinsic factors are potent forces that shape human behavior and impact a range of facets of life, such as relationships, employment, education, and health. Human behavior and results are shaped by the interaction between extrinsic and intrinsic elements, which include internal drives, values, and beliefs. Designing interventions, policies, and strategies to support positive behavior change, motivation, and well-being in individuals and communities requires understanding the influence of extrinsic variables.

4.8.7 Personal Growth

Personal growth refers to ongoing learning, development, and self-improvement that increases self-awareness, fulfillment, and potential realization. It entails becoming the best version of oneself by promoting emotional, psychological, and spiritual well-being and broadening knowledge, skills, abilities, and viewpoints. A person's intellectual, emotional, social, physical, and spiritual development is included in personal growth. It is a continuous process of self-actualization, self-improvement, and self-discovery that enables people to lead meaningful, contented, and purposeful lives. People can realize their full potential, develop resilience, and have a good influence on both their own and other people's lives by embracing personal growth.

4.8.8 Motivation

Motivation refers to the driving force behind people's actions or behaviors. Internal or external forces initiate, guide, and maintain goal-directed conduct. Many elements, such as individual needs, goals, beliefs, values, and outside incentives, can impact motivation. It involves intrinsic factors that originate from within the person. It entails doing something because it is delightful or gratifying on an innate level. Personal interests, curiosity, enjoyment, or a sense of accomplishment. Second, extrinsic motivations that originate from outside sources or incentives. It entails doing something to get a different result or reward, including cash, recognition, praise, or avoiding punishment. Although it can help induce behavior, extrinsic motivation may not necessarily result in engagement or long-term enjoyment. Behavior, performance, and achievement in a variety of spheres of life, such as jobs, relationships, education, health, and personal growth, are significantly influenced by motivation. Comprehending the elements that drive a person's motivation can aid in cultivating a constructive and fruitful atmosphere where individuals can flourish and accomplish their objectives.

5. Recommendations

Public school teachers have various experiences, coping mechanisms, and insights learned on teacher empowerment; they should consider several implications for practice. Here are some implications for practice:

5.1 Liberty

School administration may establish a culture that encourages experimentation and risk-taking in the classroom. It can be accomplished by offering tools, time for preparation and introspection, and a secure setting where experimenting with novel ideas is not feared for failure or censure. Encouraging educators to experiment with diverse classroom setups, use technology, or investigate novel educational approaches promotes creativity and professional development.

5.2 Personal Satisfaction

School heads may invest in initiatives recognizing and celebrating teachers' contributions, fostering a sense of professional fulfillment. Providing opportunities for professional development and mentorship, and acknowledging the impact of their work on students' lives can significantly enhance teachers' job satisfaction. Furthermore, cultivating a positive and supportive school culture that considers teachers' perspectives and provides avenues for constructive feedback contributes to a more satisfying professional experience, ultimately promoting retention and the overall effectiveness of the teaching profession.

5.3 Setbacks

School administrators may recognize and address teachers' challenges, offering targeted professional development to equip educators with coping mechanisms for overcoming setbacks. Encouraging open communication and providing resources for mental health support can foster a resilient mindset among teachers. Additionally, creating a collaborative environment where teachers can share experiences and strategies for overcoming setbacks can contribute to a culture of continuous learning and growth. By acknowledging and proactively addressing setbacks, schools can create a more resilient teaching workforce, ultimately enhancing educators' overall well-being and effectiveness.

5.4 Independence

Teachers may create learning opportunities that support autonomy and self-directed learning, allowing students to investigate subjects they are interested in and acquire critical abilities for lifelong learning. In education, emphasizing independence encourages student-centered learning strategies in which students manage their education.

5.5 Fulfillment

Teachers may have access to excellent, individualized professional development programs offered by schools. These include leadership development and chances to pursue advanced degrees, including workshops and courses in pedagogy, technology, and content knowledge. Teachers should be assisted in locating development programs that fit their needs and goals, and encouraged to take charge of their professional development.

5.6 Limitations

Districts and schools may reevaluate teachers' workload demands. It entails giving more time for planning and reducing non-teaching responsibilities. In order to free up instructors to concentrate on education and student interaction, schools can also consider hiring teaching assistants or administrative support to assist with mundane work. Leadership should also simplify decision-making and communication procedures to prevent overburdening educators with pointless work.

5.7 Autonomy

School administrators may empower teachers by giving them the freedom to modify the curriculum, instructional methods, and classroom procedures to meet the needs of their pupils. In addition to boosting motivation and a sense of professional pride, autonomy promotes creativity and invention. It can be especially crucial for seasoned educators who have honed their teaching methods and styles.

5.8 Empowerment

Schools may establish structures that allow teachers to participate in decision-making, such as Curriculum committees, teacher advisory boards, and frequent consultations on policy. In addition to empowering educators, leaders who give teachers a say in policymaking ensure that choices consider the realities of teaching in the real world. Within the school community, collaborative decision-making fosters trust and a feeling of oneness.

5.9 Constraints

School administrators may prioritize open and honest communication with teachers. It entails holding frequent meetings, having open lines of communication for feedback, and ensuring that educators' concerns are taken seriously. Administrators should also actively include teachers in decision-making, particularly when such decisions immediately affect their jobs. Feelings of loneliness and annoyance are lessened when the school administration consistently and promptly provides support, whether it be instructional, emotional, or logistical.

5.10 Gratification

Teachers may also stress the value of delaying gratification by highlighting the long-term advantages of tenacity, self-control, and goal achievement. Teachers support their pupils'

resilience, self-control, and academic success by encouraging them to identify and strive toward meaningful goals.

5.11 Obstruction

School Leaders may assess whether teacher workloads are acceptable and reasonable. It entails evaluating class sizes, minimizing the administrative work instructors must perform, and ensuring that extracurricular activities are distributed equitably. Schools can hire support personnel to grade, manage classrooms, and perform other duties. Teachers can avoid burnout and concentrate on their primary responsibilities by establishing more balanced workloads.

5.12 Internal Influences

The Department of Education may prioritize initiatives that nurture teachers' belief in their ability to positively impact students and overcome obstacles. Providing professional development opportunities focusing on building resilience, self-reflection, and stress management may empower teachers to navigate challenges with a proactive mindset. Moreover, recognizing and celebrating individual and collective successes may contribute to a positive feedback loop, reinforcing teachers' internal motivation. By acknowledging and supporting teachers' internal influences, schools may cultivate a resilient and motivated teaching force, ultimately enhancing their capacity to navigate and overcome professional challenges.

5.13 External Influence

School administrators may recognize and value the contributions of teachers through professional development opportunities and acknowledgment programs, which can further enhance their sense of external support. By attending to these external influences, schools may significantly contribute to teachers' well-being and resilience, ultimately fostering a more conducive environment for effective teaching and learning.

5.14 Preparedness

Educators may create thorough lesson plans that meet the requirements of their students as well as the standards of the curriculum. To effectively engage students, they foresee possible obstacles, modify their teaching approach as necessary, and incorporate various instructional techniques.

5.15 Engagement

Teachers may need to encourage a sense of purpose, belonging, and shared goals among team members to increase team engagement. They promote teamwork, provide constructive criticism, and allow staff members to share their knowledge and ideas to accomplish shared goals. Additionally, they proactively handle disagreements and difficulties, utilizing the diversity and abilities of the team to foster creativity and problem-solving.

5.16 Proactive

Administrators may set resource allocation priorities according to organizational demands, performance measures, and strategic priorities. They may regularly evaluate how healthy resources are being used, spot inefficiencies and potential improvement areas, and reallocate resources to have the most significant possible impact and get the intended results. In order to promote innovation and creativity within the organization, they also need to set aside funds for teacher training, technical infrastructure, and research and development. They must push teachers to adopt best practices and investigate unique ideas to promote organizational growth and competitiveness.

5.17 Collaborative

Teachers may collaborate among teachers to make it easier to share resources, expertise, and best practices. In order to improve teaching efficacy and student learning outcomes, educators work together to develop curricula and evaluation methods. Teachers may participate in continuing professional development, exchange ideas, and reflect on their work through collaborative learning communities.

5.18 Personal Factors

Schools should foster an environment that values experimentation, introspection, and lifelong learning. Teachers can maintain their adaptability by being provided with opportunities to learn about new teaching techniques or technological advancements and resources for professional development. Educators may improve efficacy, create lasting relationships, and have a sound effects on their personal and professional lives by identifying and effectively resolving personal aspects.

5.19 Vigilant

Teachers may create a classroom culture that is safe, polite, and conducive to learning for all kids by clearly outlining expectations, procedures, and punishments for behavior. They keep an eye on student participation, deal with disturbances immediately, and firmly enforce classroom regulations to foster a supportive environment for learning. Must always watch for indications of academic dishonesty, such as plagiarism or cheating, in student work and examinations. They convey expectations for academic integrity, teach students about moral behavior, and implement policies to deal with and prevent misconduct or cheating.

5.20 Professional Development

School administrators may ensure that PD is not viewed as a one-time event but rather as a dynamic, ongoing process that evolves in response to the changing needs of both educators and students. By prioritizing high-quality, targeted professional development, schools may empower teachers with the tools and knowledge necessary to navigate challenges and contribute to continuous improvement in teaching practices.

5.21 Incentives

Schools may create financial incentives that reward academic progress and other comprehensive outcomes, such as professional development and classroom participation. Offering merit pay, bonuses, and cost-of-living adjustments can increase the appeal of teaching as a vocation, particularly in subject specializations or hard-to-staff locations.

5.22 Progression

Schools may establish a constructive, encouraging work environment with resources that help instructors succeed, a collaborative culture, and manageable workloads. Any approach for teacher advancement should consist of measures to improve mental health and lessen burnout.

5.23 Efficiency

Schools may offer training on efficient planning methods, access to top-notch resources, and structured planning templates. Teachers can save time and enhance the quality of their lessons by working together to co-plan or share resources.

5.24 Personal Enrichment

Schools may conduct professional development opportunities, such as conferences, workshops, and online courses, which are expensive. However, professionals use them to broaden their knowledge, learn new skills, and keep current with industry trends. Giving teachers the abilities, credentials, and experiences to pursue new opportunities and assume leadership responsibilities promotes career growth. The accessibility, work satisfaction, and long-term career prospects of individuals are improved by ongoing learning and self-improvement.

5.25 Extrinsic Factors

Educational leaders may implement incentive programs, performance-based bonuses, and employee recognition initiatives to reward excellence and encourage desired behaviors by supporting candid communication, offering helpful criticism, and praising educators' accomplishments. The general work atmosphere may also be improved by creating areas where educators feel comfortable sharing ideas, raising issues, and working with colleagues.

5.26 Personal Growth

Education may invest in professional development opportunities, including conferences, workshops, and online courses, to broaden their knowledge base, learn new skills, and keep current with industry trends. Moreover, schools may foster personal development by providing excellent professional development opportunities catered to each student's interests and needs. Teachers are also encouraged to broaden their skills by offering possibilities for certificates, specialized training, or conference attendance.

5.26 Motivation

Schools may help teachers maintain a healthy work-life balance by providing policies like flexible scheduling, mental health days, or professional counseling services in place. Teachers may avoid burnout and sustain long-term motivation by being encouraged to take regular breaks and time off throughout the year. Stress reduction or wellness activities can also help teachers feel more motivated and well-cared. We can learn more about how teachers' psychological requirements for relatedness, competence, and autonomy have been met by looking at our analysis of their experiences. It emphasizes how crucial it is to help educators feel competent, independent, and connected to their students, colleagues, and families. The well-being and commitment of educators will likely be enhanced by this form of support, both presently and in the future.

6. Conclusion

In conclusion, the journey of public school teachers toward empowerment has been marked by a tapestry of experiences, varied coping mechanisms, and invaluable insights. Teachers have exhibited resilience and adaptability despite navigating resource constraints, diverse student needs, and evolving educational landscapes. The empowerment of teachers extends beyond mere professional development; it encompasses a profound transformation in their roles as educators, advocates, and leaders. The coping mechanisms employed by these educators reflect a commitment to their students' well-being as they seek innovative solutions to surmount obstacles.

Teachers have discovered the power of their collective voice through collaborative efforts, ongoing training, and a relentless dedication to their craft. The insights gained underscore the importance of a supportive community, adaptable pedagogies, and a holistic approach to education. Teachers' empowerment fuels the heart of the teaching profession; it inspires and motivates teachers to continue their profession and career with a heart full of joy and a mind full of wisdom. Educators' journey toward empowerment is a testament to the indomitable spirit that fuels the heart of the teaching profession.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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