

---

## TEACHERS' PERCEPTION TOWARDS THEIR LEVEL OF EMPOWERMENT AND JOB SATISFACTION

---

**\*Cheryl F. Benantalan**

---

Master of Arts in Teaching Major in Social Studies Valencia Colleges (Bukidnon), Inc.

Hagkol, Valencia City, Bukidnon.

---

Article Received: 22 February 2026

\*Corresponding Author: Cheryl F. Benantalan

Article Revised: 12 March 2026

Master of Arts in Teaching Major in Social Studies Valencia Colleges (Bukidnon),  
Inc. Hagkol, Valencia City, Bukidnon.

Published on: 01 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.3305>

---

### **ABSTRACT**

*This study examined the relationship between teachers' level of empowerment and their job satisfaction. Specifically, it sought to determine teachers' perception of their level of empowerment in terms of autonomy, access to professional development, and participation in decision-making; assess their level of job satisfaction in terms of pay and benefits, working conditions, and professional recognition; and test the significant relationship between empowerment and job satisfaction. A descriptive-correlational research design was employed. Data were gathered from teachers using a structured survey questionnaire and were analyzed using mean, standard deviation, and Pearson  $r$  correlation to determine levels and relationships among variables. The findings revealed that teachers perceived a high level of empowerment across all dimensions, with access to professional development and participation in decision-making obtaining relatively strong ratings. Teachers also reported a high level of job satisfaction in terms of pay and benefits, working conditions, and professional recognition, with peer recognition receiving the highest mean. Moreover, the results showed a strong and statistically significant positive relationship between overall teacher empowerment and overall job satisfaction ( $r = .718, p < .05$ ), leading to the rejection of the null hypothesis. The study concludes that teacher empowerment significantly influences job satisfaction. When teachers are provided with professional growth opportunities, involved in decision-making processes, and recognized for their contributions, their level of job satisfaction increases. The findings underscore the importance of strengthening empowerment practices in schools to enhance teachers' professional well-being, motivation, and organizational commitment.*

**KEYWORDS:** *Teacher empowerment, job satisfaction, autonomy, professional development, participation in decision-making*

## **INTRODUCTION**

Teacher job satisfaction is a fundamental determinant of educational quality, directly influencing instructional efficacy, student outcomes, and organizational stability. As noted by Soliveres and Dela Cruz (2024), the contentment educators find in their profession fosters a culture of high-quality instruction and professional growth. Conversely, low satisfaction is a primary driver of attrition, whereas fulfilled teachers demonstrate higher productivity and deeper community engagement.

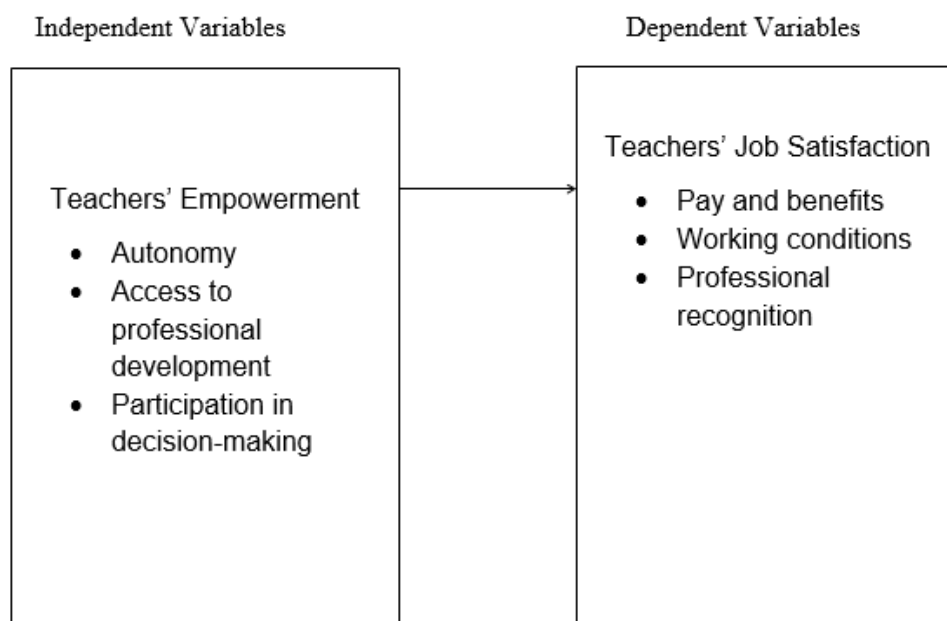
Central to this satisfaction is the concept of teacher empowerment. Defined by autonomy, participation in decision-making, and access to professional development, empowerment reflects an educator's belief that their contributions significantly shape their institution (Kandemir, 2025; Ramirez & Lopez, 2023). Global research consistently links these variables; for instance, meta-analyses suggest that empowerment bolsters intrinsic motivation and professional confidence (Ahrari et al., 2021). Furthermore, regional studies in China and beyond highlight how organizational learning and supportive leadership serve as critical mediators in this relationship (Fan et al., 2024).

In the Philippine context, the challenge of empowerment persists. Local evidence suggests that participatory leadership and psychological empowerment are vital for improving job satisfaction and retention in public schools (Rotol & Salva, 2024; Arcipe et al., 2024). Despite these insights, teachers in the Kitaotao 2 District face unique pressures from evolving curricula and technological shifts, yet local data on their level of empowerment remains scarce. This study aims to bridge that gap by assessing the relationship between empowerment and job satisfaction within the district. By generating empirical insights, this research seeks to inform policies that cultivate an empowering work climate, ultimately sustaining teacher commitment and enhancing educational excellence.

### ***Theoretical Framework***

This study is grounded in a triad of organizational theories: Herzberg's Two-Factor Theory, which categorizes empowerment as a "motivator" essential for fulfillment; Spreitzer's Psychological Empowerment Theory, which views autonomy and competence as internal psychological states; and Blau's Social Exchange Theory, which posits that teachers reciprocate organizational trust with increased loyalty.

The framework establishes Teacher Empowerment as the independent variable (IV), measured through autonomy, professional development, and involvement in decision-making. Conversely, Job Satisfaction serves as the dependent variable (DV), assessed via pay and benefits, working conditions, and professional recognition. The central hypothesis is that when educators in the Kitaotao 2 District are granted greater agency and growth opportunities, their professional contentment and retention will improve significantly. By examining these dynamics, the study provides a theoretical roadmap for school leaders to foster an empowering climate that enhances both teacher morale and overall educational quality.



**Figure 1. The schematic diagram of the study.**

### ***Scope***

This study investigates the perceived levels of teacher empowerment and job satisfaction among public school educators within the Kitaotao 2 District, Division of Bukidnon, during the 2025–2026 academic year. The research involves a sample of 119 teachers across all grade levels. Empowerment is examined through dimensions of professional autonomy, decision-making involvement, and access to development, while job satisfaction is assessed via compensation, working conditions, and professional recognition. Data collection used a modified, validated self-administered survey, which was analyzed using descriptive and inferential statistics.

To ensure a focused inquiry, the study is delimited to public school teachers in this district, excluding private institutions and other administrative divisions; thus, the findings may not be generalized to other geographic or organizational contexts. Furthermore, the cross-sectional design captures a specific timeframe, and the reliance on self-reported data introduces potential response bias. While variables such as leadership style and personal demographics are not the primary focus, the study provides critical, context-specific insights to help stakeholders foster a more empowering and satisfying work environment for educators.

### **Review of the Literature**

A comprehensive synthesis of existing research and literature that forms the conceptual and empirical bedrock of this study. The review is organized into three primary thematic areas: the dimensions of teacher empowerment; the indicators of teacher job satisfaction; and the established relationship between these two variables across local, national, and international contexts.

Teacher empowerment is the process of providing educators with the authority, resources, and opportunities to participate in decisions that directly affect their pedagogical practice and professional environment. Empowerment fosters a sense of ownership and autonomy, which are critical drivers of motivation and productivity. Grounded in Spreitzer's (1995) multidimensional framework, empowerment is a psychological state characterized by meaning, competence, self-determination, and impact.

Empirical evidence consistently shows that the organizational environment shapes these perceptions. Kang et al. (2021) observed that teacher empowerment flourishes in supportive climates characterized by shared accountability and strong leadership. Their findings suggest that while internal capacities matter, national educational policies and school-level practices are equally influential. Similarly, Dik et al. (2019) demonstrated that when teachers have access to resources and professional development, their sense of empowerment increases significantly, leading to a greater feeling of being respected within the profession.

Beyond performance, empowerment serves as a buffer against occupational hazards. Yusoff and Tengku-Arifin (2020) found that empowered teachers report lower stress levels and higher job fulfillment, suggesting that autonomy and participation in decision-making are essential for emotional and psychological well-being. This is echoed by Çelik et al. (2026), whose literature review emphasizes that the synergy between individual autonomy and professional growth opportunities creates a resilient commitment to school improvement.

In the Philippine context, Caleja and Averion (2020) found that empowered junior high school teachers exhibit deeper dedication to both instructional and non-instructional tasks. This sense of accountability is further explored by Tindowen (2019), who utilized a causal-comparative approach to show that empowerment fosters "organizational citizenship." Teachers who feel they have a professional voice are more likely to exceed their basic job descriptions to achieve institutional goals. Furthermore, Anog et al. (2024) linked empowerment directly to teacher retention, noting that a strong sense of purpose derived from professional agency is a key strategy for maintaining labor stability in schools. Finally, Borrego et al. (2022) highlighted the importance of shared governance, noting that when administration and faculty share authority, it fosters an environment of mutual trust and professional joy.

Job satisfaction is a critical determinant of teacher morale and student outcomes. It encompasses an educator's satisfaction with various workplace factors, including financial compensation, working conditions, and professional recognition.

Leadership style plays a pivotal role in this satisfaction. Cruz and Chagas (2025) identified that transformational leadership—which focuses on inspiration and morale—yields significantly higher satisfaction levels than transactional approaches. This is supported by Tanucan et al. (2022), who found that digital leadership skills acquired during the pandemic helped school administrators maintain high satisfaction levels despite challenging conditions. Additionally, Dacer et al. (2025) emphasized that supportive instructional supervision provides the necessary guidance and motivation to keep teachers satisfied in their roles.

Environmental and financial factors are equally significant. Aguinaldo and Tagadiad (2024) used structural equation modeling to show that classroom conditions, school facilities, and leadership qualities collectively dictate job fulfillment. Meanwhile, Perdizo and Tantiado (2025) underscored the weight of financial well-being, finding that a teacher's financial status is a primary predictor of their overall satisfaction. This suggests that while intrinsic motivators are vital, the "hygiene factors" of pay and environment remain foundational.

Interpersonal dynamics and cultural alignment also emerge as key themes. Galeng (2025) found that positive teacher-student interactions, mediated by teacher competency, significantly boost satisfaction. Furthermore, research on cultural work values suggests that schools must align their policies with their staff's interpersonal and religious convictions to ensure long-term happiness (2023). Mapacpac and Yango (2023) further reinforced this by showing that workplace empowerment acts as a primary motivator that enhances both satisfaction and instructional effectiveness.

Finally, the relationship between competence and satisfaction was explored by Baer and Velasco (2022) and Deslate and Pallada (2023). These studies suggest that, while teachers may feel frustrated by specific administrative or supervisory issues, their high level of interpersonal competence and their students' success provide a sense of professional efficacy that sustains their job satisfaction.

The existing body of literature provides strong evidence of a positive correlation between teacher empowerment and job satisfaction. Researchers across various cultures and educational levels agree that when teachers are given autonomy, professional growth opportunities, and a seat at the decision-making table, they become more committed, less stressed, and more effective in the classroom.

However, several gaps remain. First, while general dimensions like autonomy are well-studied, specific indicators, such as job security and professional recognition, yield inconsistent results across contexts. Many studies focus on broad cohorts, often overlooking how specific levels of empowerment operate within distinct geographic or socio-economic settings, such as the Kitaotao 2 District.

Furthermore, empowerment is rarely analyzed alongside a comprehensive range of contextual variables—such as localized leadership styles or specific community demands—to create a holistic model of teacher well-being. Most current research is either purely descriptive or focuses on large urban centers. There is a clear need for empirical data identifying which specific dimensions of empowerment are the most persuasive predictors of job satisfaction in rural or district-specific public school settings. This study seeks to fill these gaps by providing context-specific insights that can inform targeted interventions for school leaders and policymakers.

### **Research Methodology**

Systematic procedures and a methodological framework were employed to conduct the investigation. It encompasses a comprehensive discussion of the research design, the study environment, participant selection, sampling techniques, and sample size determination. Furthermore, it details the instruments used for data collection, the specific procedures followed, ethical considerations observed, the scoring rubrics, and the statistical methods utilized for data analysis.

To empirically examine the relationship between teacher empowerment and job satisfaction, this study adopts a quantitative research design. This approach was selected because it facilitates the collection of numerical data and allows for the objective measurement of core

constructs. By using a quantitative framework, the study can perform rigorous statistical analyses to determine the strength and direction of the correlation between the primary variables.

The use of standardized survey instruments and a structured data collection process ensure the reliability and validity of the findings. This systematic approach minimizes researcher bias and enhances the replicability of the results, which is essential for academic integrity.

This design is particularly appropriate for this study, as it provides the empirical evidence needed to test the research hypotheses. By applying inferential statistical tools, such as correlation analysis, the study can clearly identify whether significant relationships exist between the dimensions of empowerment (autonomy, professional development, and decision-making involvement) and the indicators of job satisfaction (compensation, working conditions, and professional recognition). Ultimately, this quantitative methodology provides school administrators and policymakers with data-driven insights, enabling the development of evidence-based interventions designed to elevate teacher morale and professional agency within the district.

**Findings**

Understanding teacher empowerment is vital for determining if educators feel sufficiently supported and engaged in their professional capacities. Beyond their daily instructional and administrative duties, it is crucial to evaluate their actual levels of autonomy, access to growth opportunities, and influence in institutional decision-making. The following table details the findings from this exploration into perceived teacher empowerment.

**Table 2 Teachers’ Perception towards their Level of Empowerment in terms of autonomy.**

Indicator	Mean	SD	Interpretation
I am free to make decisions about the methods I use in my teaching.	4.69	0.520	Very High Level
I can determine the instructional strategies that best fit my students.	4.66	0.476	Very High Level
I can adapt curriculum content to suit my students’ abilities.	4.56	0.498	Very High Level
I have the freedom to design classroom activities that meet learners’ needs.	4.52	0.871	Very High Level
Overall	4.61	0.397	Very High Level

This table presents data on how teachers perceive their professional autonomy, specifically their ability to make independent choices regarding instruction and classroom management. The results show a Very High Level of perceived autonomy.

**Table 3 Teachers' Perception Towards their Level of Empowerment in Terms of Access to Professional Development.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
I have adequate opportunities to attend professional training or seminars.	4.15	0.830	High Level
I am encouraged to participate in professional learning communities.	4.14	0.747	High Level
The school provides resources to help me enhance my teaching skills.	3.96	0.830	High Level
I receive support to pursue further studies or advanced training.	3.82	1.039	High Level
Overall	4.02	0.635	High Level

This table evaluates teachers' perceptions of their opportunities for ongoing education, workshops, and skill enhancement. The findings indicate a Very High Level of perceived access to professional development.

**Table 4 Teachers' Perception Towards Their Level of Empowerment in Terms of Participation in Decision Making.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
I am involved in important decisions regarding school policies and programs.	3.95	0.816	High Level
My opinions are considered in curriculum planning and development.	3.76	0.872	High Level
I am given opportunities to share in the formulation of school goals.	3.73	0.882	High Level
I participate in committees or groups that influence school decisions.	3.68	0.931	High Level
Overall	3.78	0.750	High Level

Table 4 presents the teachers' perception of the level of empowerment in terms of participation in decision-making in which the overall mean indicates a high level of perceived involvement in school related decisions.

**Table 5 Level of teachers' job satisfaction in terms of pay and benefits.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
I feel my pay reflects the effort I put into my work.	4.11	0.797	High Level
My salary is fair compared to my workload.	4.08	0.938	High Level
I am satisfied with the benefits (e.g., leave credits, health insurance) provided by the school.	4.08	0.920	High Level
The school provides adequate incentives or bonuses when appropriate.	3.76	0.980	High Level
Overall	4.01	0.733	High Level

This finding in Table 5 emphasized that fair compensation and adequate benefits significantly contribute to the teachers' overall job satisfaction and professional stability. Teachers perceive their pay and benefits as sufficient and are more likely to demonstrate commitment and sustain their roles. The results indicate high level of satisfaction.

**Table 6 Level of Teachers' Job Satisfaction in Terms of Working Conditions.**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
My workload is manageable and reasonable.	4.11	0.672	High Level
I feel safe and secure in my workplace.	3.99	0.868	High Level
The physical facilities in my school provide a comfortable working environment.	3.80	0.931	High Level
I am satisfied with the availability of teaching materials and resources.	3.60	0.905	High Level
Overall	3.88	0.707	High Level

The Table presented indicates that teachers' workload is manageable and reasonable and feel capable of handling their responsibilities without excessive strain. The overall mean indicates a high level of satisfaction, suggesting that teachers generally perceive their work environment as supportive and conducive to teaching.

**Table 7 Level of Teachers' Job Satisfaction in Terms of Pay and Benefits, Working Conditions, and Professional Recognition.**

Indicator	Mean	SD	Interpretation
My colleagues value and respect my professional contributions.	4.30	0.628	Very High Level
My accomplishments as a teacher are recognized by the school administration.	4.14	0.708	High Level
I receive appreciation for my efforts from my superiors.	4.13	0.812	High Level
The community acknowledges the importance of my work as a teacher.	3.97	0.915	High Level
Overall	4.13	0.626	High Level

Table 7 indicates a high level of job satisfaction, presenting the overall result that teachers in the district experience high satisfaction in their professional roles in terms of pay and benefits, working conditions, and professional engagement.

**Table 8 Test of Significant Relationship Between Teachers' Perception Towards Their Level of Empowerment and Their Job Satisfaction in Terms of Overall Empowerment Score (Composite of Autonomy, Professional Development, Participation), and Overall Job Satisfaction Score (Composite of Pay, Working Conditions, Recognition).**

Variable	r	p-value	Interpretation
Autonomy	.252	.002	Significant
Access to Professional Development	.634	.000	Significant
Participation in Decision Making	.580	.000	Significant
Overall	.718	.000	Significant

Table 8 presents the test of the significant relationship between teachers' perceived level of empowerment and their job satisfaction. The results reveal that all three dimensions show a strong, significant relationship.

## CONCLUSION AND RECOMMENDATIONS

This study investigated the relationship between teacher empowerment and job satisfaction, specifically examining dimensions such as autonomy, professional development, and decision-making involvement against satisfaction with compensation, working conditions, and professional recognition. Using descriptive and correlational methodologies, data were

analyzed using means, standard deviations, and Pearson  $r$  to determine the strength of these associations.

The findings revealed that educators maintain a highly positive perception of empowerment. While professional growth and decision-making participation received the highest marks, autonomy also showed a positive, albeit slightly weaker, correlation with satisfaction. Respondents reported significant fulfillment across all satisfaction indicators, with peer recognition emerging as a primary highlight, while community recognition and resource availability were identified as areas for improvement. Crucially, the study found a strong positive correlation between empowerment and job satisfaction, thereby rejecting the null hypothesis.

The researchers concluded that empowerment is not merely an administrative exercise but a fundamental component of professional well-being. When teachers are trusted with instructional decisions and provided with growth opportunities, their commitment to the organization strengthens.

Recommendations include prioritizing system-level initiatives that institutionalize shared governance and competitive compensation. School administrators are urged to move beyond sporadic efforts by establishing formal consultative committees and tailored career development plans. Additionally, fostering stronger partnerships with higher education institutions for research-based training and increasing community involvement can further validate educators' professional worth. Future research should expand these findings by exploring variables such as leadership styles, organizational culture, and teacher resiliency across diverse educational settings.

## REFERENCES

1. Aguinaldo, R., & Tagadiad, C. (2024). Leadership attributes of school heads, Classroom instructional environment and school facilities: A structural equation model on job satisfaction of public-school teachers in Region XI. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2024.8110130>.
2. Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R., & Samah, A. (2021). Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis. *Cogent Education*, 8. <https://doi.org/10.1080/2331186X.2021.1898737>.
3. Anog, M., De Vera, J., & Peteros, E. (2024). Examining teacher retention through the lens of job satisfaction and commitment in a Philippine Private School. *International*

- Journal of Learning, Teaching and Educational Research.  
<https://doi.org/10.26803/ijlter.23.9.13>.
4. Arcipe, A., Belocura, A., Cabrera, M., Mae, A., Pason, B., Quilaton, R., Pepito, J., Capuno, R., Añora, H., Villarin, I., Mangubat, R., Peteros, E., Pantaleon, A., Marie, K., & Opingo, M. (2024). Inclusive Teachers' engagement, job satisfaction, and retention in public schools of Mandaue City, Cebu. *Power System Technology*.  
<https://doi.org/10.52783/pst.554>.
  5. Baer, J., & Velasco, M. (2022). Teaching competencies and professional Commitment: Relationship to job satisfaction of senior high school teachers. *BOHR International Journal of Advances in Management Research*.  
<https://doi.org/10.54646/10.54646/bijamr.010>.
  6. Blau, P. M. (1964). *Exchange and power in social life*. New York: Wiley.
  7. Borrego, Y., Orgambidez, A., & Mora-Jauregualde, B. (2022). Empowerment and job satisfaction in university teachers: A theory of power in educational organizations. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22790>.
  8. Caleja, H., & Averion, R. (2020). Does work commitment and job satisfaction Matter to junior high school teachers in the Philippines? *International Journal of Learning and Teaching*. <https://doi.org/10.18844/ijlt.v12i4.4575>.
  9. Calong, J. V. V., & Quines, L. A. (2025). Emotional intelligence, empowerment, and job commitment: A structural equation model on pedagogical competence of public elementary school teachers. *European Journal of Education Studies*, 12(2).
  10. Çelik, O., Sarı, T., & Karagozoglu, A. (2024). A Systematic Literature Review of Research on Teacher Empowerment. *Urban Education*.  
<https://doi.org/10.1177/00420859241301073>.
  11. Cotton, J. L., Vollrath, D. A., Froggatt, K. L., Lengnick-Hall, M. L., & Jennings, K. R. (1988). Employee participation: Diverse forms and different outcomes. *Academy of Management Review*, 13(1), 8–22. [<https://doi.org/10.5465/amr.1988.4306788>] (<https://doi.org/10.5465/amr.1988.4306788>)
  12. Cruz, H., & Chagas, M. (2025). Teachers' job satisfaction as influenced by transformational and transactional leadership styles. *EPRA International Journal of Multidisciplinary Research (IJMR)*. <https://doi.org/10.36713/epra21509>.
  13. Dacer, G., Magana, M., Bayani, V., & Saenz, C. (2025). Extent of instructional Supervision on teacher job satisfaction in public high schools in Camarines Norte,

- Philippines. *International Journal of Research and Innovation in Social Science*.  
<https://doi.org/10.47772/ijriss.2025.90400327>.
14. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. [[https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)]([https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01))
  15. Deslate, C., & Pallada, M. (2023). Examining the link between job satisfaction and teaching performance: A correlational analysis. , 305 - 310.
  16. Fan, Y., Du, M., & Wang, J. (2024). Unpacking the effect of the principal Empowerment on teacher job satisfaction: The Mediation of organizational learning and teacher organizational identification in China. *International Journal of Educational Research*.  
<https://doi.org/10.1016/j.ijer.2024.102489>.
  17. Galeng, R. (2025). Assessing the impact of teacher competency and engagement on job satisfaction through the lens of teacher-student interaction. *American Journal of Education and Technology*. <https://doi.org/10.54536/ajet.v4i2.4335>.
  18. Ganiban, R., Belecina, R., & Ocampo, J. (2019). Antecedents of Teacher Empowerment, 11, 89-108. <https://doi.org/10.2121/EDU-IJES.V11I2.1124.G1003>.
  19. Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
  20. Hatlevik, I. K. R. (2025). Variations in sources of job satisfaction and teacher efficacy among Norwegian schoolteachers. *Teaching and Teacher Education*, 112, 103–117.
  21. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *\*The motivation to work (2nd ed.)*. New York: John Wiley & Sons.
  22. Jaramillo, S. T. (2025). Empowerment and work engagement among teachers in selected districts of Misamis Oriental. *International Journal on Science and Technology*, 16(4), 1–15.
  23. Jiang, Y., Li, P., Wang, J., & Li, H. (2019). Relationships between kindergarten Teachers' empowerment, job satisfaction, and organizational climate: A Chinese Model. *Journal of Research in Childhood Education*, 33, 257 - 270.
  24. <https://doi.org/10.1080/02568543.2019.1577773>.
  25. Kandemir, A. (2025). The mediating function of organizational commitment in the relationship between principals' empowering leadership and teachers' job satisfaction. *Acta Psychologica*, 215, 103–115.

26. Kang, M., Park, S., & Sorensen, L. (2021). Empowering the frontline: internal and external organizational antecedents of teacher empowerment. *Public Management Review*, 24, 1705 - 1726. <https://doi.org/10.1080/14719037.2021.1919185>.
27. Kreitner, R., & Kinicki, A. (2013). *Organizational behavior* (10th ed.). New York: McGraw-Hill Education.
28. Laurenio, W., & Cabal, E. (2023). Filipino work values and job satisfaction among teachers of selected elementary schools in the Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. <https://doi.org/10.11594/ijmaber.04.12.30>.
29. Lester, P. E. (1987). *Teacher Job Satisfaction Questionnaire (TJSQ)*. (as adapted in various studies on teacher job satisfaction. *Data Gathering Procedures*
30. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Chicago: Rand McNally.
31. Malaga, R. S., & Olenski, D. E. (2026). Perceived organizational support, psychological empowerment, and job satisfaction as key predictors of public school teacher performance. *International Journal of Advanced and Applied Sciences*, 13(1), 201–210.
32. Mapacpac, G., & Yango, A. (2023). Workplace empowerment, job satisfaction, and teaching performance of public senior high school teachers in the City Schools Division in the Province of Laguna. *Technium Social Sciences Journal*. <https://doi.org/10.47577/tssj.v44i1.8924>.
33. Perdizo, M., & Tantiado, R. (2025). Teachers' Financial Well-Being and Job Satisfaction. *International Journal of Multidisciplinary Research and Analysis*. <https://doi.org/10.47191/ijmra/v8-i01-48>.
34. Ramirez, E. T., & Lopez, N. V. (2023). Job satisfaction and psychological well-being of secondary school teachers: The mediating role of organizational support. *International Journal of School and Educational Psychology*, 11(1), 45–59.
35. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
36. Rotol, R., & Salva, E. (2024). Job satisfaction of teachers as Influenced by public leadership behaviors and psychological empowerment: A convergent design. *EPR International Journal of Multidisciplinary Research (IJMR)*. <https://doi.org/10.36713/epral7258>.

37. Short, P. M., & Rinehart, J. S. (1992). School participant empowerment scale: Assessment of the level of empowerment within the school environment. *Educational and Psychological Measurement*, 52(4), 951–960. <https://doi.org/10.1177/0013164492052004018>
38. Soliveres, P. M., & Dela Cruz, J. A. (2024). Teacher empowerment and school climate: Impacts on instructional effectiveness in public elementary schools. *Journal of Educational Leadership and Policy*, 9(2), 87–102.
39. Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465. [<https://doi.org/10.2307/256865>] (<https://doi.org/10.2307/256865>)
40. Tanucan, J., Negrido, C., & Malaga, G. (2022). Digital leadership of the school Heads and job satisfaction of teachers in the Philippines during the pandemic. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.21.10.1>.
41. Tindowen, D. (2019). Influence of empowerment on teachers' organizational behaviors. *European Journal of Educational Research*. <https://doi.org/10.12973/EU-JER.8.2.617>.
42. UNESCO. (2017). *Teaching and learning: Achieving quality for all*. UNESCO Publishing.
43. Yusoff, S., & Tengku-Arifin, T. (2020). Looking after the teacher Well-being: Does teacher empowerment matter? 8, 43-56. <https://doi.org/10.22452/mojem.vol8no4.3>.