



Teacher Empowerment and Organizational Culture: Their Influence on the Involvement in School Decision-Making

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ABSTRACT

This quantitative correlational-descriptive study investigated teacher empowerment and organizational culture to find out if it affected the school decision making. Conducted among 177 public elementary school teachers in the District of Laak, this study aimed to provide a deeper understanding of teacher empowerment and organizational culture by examining the level of decision-making participation. The results indicated a significant relationship and reflected a high positive correlation, implying that as teacher empowerment increases, so does their involvement in decision-making processes. The relationship between organizational culture and decision-making participation also confirmed statistical significance. There was high positive correlation, suggesting that supportive, structured, and innovative organizational cultures are strongly associated with enhanced teacher participation in decision-making. The organizational culture dimensions of supportive culture and innovative culture suggested that when teachers perceive their workplace as encouraging and responsive, or as fostering new ideas and progressive practices, they are more likely to engage actively in institutional decision-making processes. In conclusions, school leaders should prioritize fostering the relational aspects of teacher empowerment, such as trust, recognition, and collaboration, as foundational elements of a strong professional culture. The Department of Education (DepEd) is urged to embed participatory leadership training into its professional development programs. Likewise, school administrators are encouraged to cultivate organizational cultures that are both supportive and innovative by implementing feedback mechanisms, encouraging open communication, and promoting collaborative problem-solving. While bureaucratic processes are vital for maintaining structure, they should be complemented by flexible approaches that promote teacher autonomy and engagement in decision-making. Schools should formalize participatory decision-making structures, such as teacher advisory panels, shared planning groups, and consistent feedback loops. Looking forward, school improvement efforts must treat teacher involvement in decision-making not as a procedural requirement, but as a strategic approach to professional growth and educational reform.

Keywords: *educational administration, teacher empowerment, organizational culture, decision-making, public school teachers, correlational research, Philippines*

1. Introduction

1.1 The Problem and Its Background

Teacher participation in decision-making fosters a sense of ownership, improves school policies, and enhances student outcomes by leveraging their firsthand classroom experience. However, when teachers are not involved in school decision-making, they feel undervalued and disconnected from the school institution's goals. This lack of inclusion can reduce their job satisfaction, leading to lower motivation and engagement in their work. Their overall commitment and effectiveness in teaching decline, which will ultimately affect student learning outcomes (Sarafidou & Chatzioannidis, 2023).

Tucker (2025) underscored that in Oakland, California, excluding teachers from school decision-making processes led to a disconnect between policy and classroom realities, which resulted in ineffective educational strategies and diminished teacher morale. This led to widespread dissatisfaction among teachers, who felt unheard and undervalued in decisions that directly impacted their careers and students' learning experiences. The lack of teacher participation resulted in uncertainty and resistance, weakening trust between school administrators and faculty. As a consequence, the morale of teachers declined, affecting their motivation and overall effectiveness in the classroom.

In the Philippines, the centralized education system often marginalizes teachers and does not involve them in the decision-making process and policy formulation, leading to challenges in curriculum implementation and teacher dissatisfaction. Many teachers struggle with abrupt policy changes, unrealistic workloads, and inadequate resources, yet their insights and experiences are rarely considered in decision-making. This lack of involvement leads to frustration and low morale, ultimately affecting their motivation and the quality of instruction they provide to students. Both teachers and students suffer from ineffective strategies that do not fully support learning and professional growth (Alibang, 2023).

In Laak South District, Davao de Oro, I have observed that dissatisfied teachers have decreased motivation, lower productivity, and a decline in teaching quality, which negatively affect student learning outcomes. Teachers experiencing dissatisfaction also exhibit lower engagement in professional development and collaboration, which reduces overall school effectiveness. In the long run, teacher dissatisfaction can weaken the education system, which will affect both teacher retention and student success.

In this context, the researcher was interested in determining whether teacher empowerment and organizational culture have a significant impact on teacher decision-making participation in the local setting, as this can raise awareness among the intended beneficiaries of this study and potentially develop an intervention scheme to improve the teaching-learning process, thus justifying the need for this study. Furthermore, in the local setting, the researcher had not come across a study showing the influence of teacher empowerment and organizational culture on decision-making participation. Therefore, this study addressed a gap in the literature by focusing on the local setting. The findings of this study led to the development of better models for various areas of teacher empowerment, organizational culture, and decision-making participation, that resulted in increased student involvement and academic achievement and, accordingly, betterment in the school. Furthermore, the result of the study could be a point of reference for schools to enhance teacher empowerment and organizational culture, and encourage teacher decision-making participation, thereby making this study socially relevant.

1.2 Review of Related Literature and Studies

This section presents discussions on the concepts, ideas, principles, and viewpoints from several authors who have provided valuable contributions on teacher empowerment, organizational culture, and decision-making participation. Discussions were taken from various books, journals, electronic information resources, and unpublished materials that are related to the study.

Teacher Empowerment. Teacher empowerment is a critical factor in enhancing the quality of education that benefits learners, teachers, schools, and the broader educational landscape. Empowering teachers by granting them autonomy and resources is pivotal in elevating educational quality. When teachers have the freedom to make instructional decisions, student achievement improves significantly. Also, students with access to highly qualified and empowered teachers tend to achieve at higher rates, irrespective of other factors (Engida, et al., 2024). Moreover, initiatives focusing on teacher professional development between 2020 and 2024 have demonstrated that empowering educators leads to enhanced teaching practices and better learning outcomes (Pon & D'Aoust, 2025).

More so, empowering teachers to exercise autonomy in their instructional methods has a profound impact on student engagement and academic success. When teachers are granted the flexibility to adapt their teaching strategies, they can effectively address the diverse needs of their students, creating a more inclusive and supportive classroom environment. This personalized approach not only fosters a sense of belonging among students but also enhances their motivation to learn. Teacher autonomy support is closely linked to increased student engagement and resilience, which highlights the importance of empowering teachers to make pedagogical decisions that resonate with their students' unique learning styles (Ma, 2021).

In addition, Ahrari, et al. (2021) stated that empowered teachers experience heightened job satisfaction and professional growth. When teachers are granted autonomy in decision-making and opportunities for professional development, their commitment to the profession intensifies. It was found that there is significant positive correlation between teacher empowerment and job satisfaction, particularly highlighting the impact of decision-making and self-efficacy on job satisfaction.

Also, Lin, et al., (2024) revealed that teachers are extremely satisfied with the freedom they have in implementing the curriculum, which underscores the importance of autonomy in the classroom. This sense of ownership and responsibility not only enhances their dedication but also fosters a more fulfilling career trajectory.

Further, schools benefit from teacher empowerment through improved organizational culture and performance. When teachers participate in shaping school policies and curricula, they exhibit increased motivation and commitment, leading to improved teaching practices and student outcomes. It was found that a positive school climate, fostered by teacher involvement, directly impacts teacher commitment and educational quality (Al-Zu'bi, et al., 2024).

Furthermore, teacher empowerment not only improves organizational culture but also makes schools more adaptive and responsive to challenges, ultimately benefiting the entire educational community. When teachers are empowered, they exhibit increased motivation and improved problem-solving skills, which directly contribute to a more dynamic and responsive school environment (Mulyana, et al., 2021).

Balker (2019) noted that schools that prioritize teacher empowerment often experience higher levels of teacher efficacy and job satisfaction which will lead to a culture of continuous improvement and innovation. This empowerment also facilitates the development of professional learning communities, where collaborative management and shared decision-making become the norm, which enhances the school's capacity to adapt to evolving educational demands.

Additionally, the broader education system gains from empowered teachers as they often lead initiatives that drive systemic change. By participating in policy development and educational reforms, empowered educators advocate for practices that prioritize student well-being and learning. Their firsthand experience and insights are invaluable in shaping effective educational policies (Cohen, 2024).

Menzies & Quilter-Pinner (2023) pointed out that one effective strategy to bolster teacher empowerment is the implementation of collaborative frameworks. By involving teachers in school governance and policy formulation, schools can leverage their frontline insights to create more effective

educational strategies. This participatory approach not only validates teachers' professional expertise but also fosters a sense of ownership and accountability.

Also, Rock (2024) recommended that investing in continuous professional development is another critical avenue for empowering teachers. Providing access to training programs that enhance instructional skills and pedagogical knowledge enables teachers to stay abreast of educational advancements and effectively address diverse classroom challenges. Such professional growth opportunities are linked to increased teacher efficacy and improved teaching performance. Moreover, schools that prioritize professional development often experience higher retention rates, as teachers feel valued and supported in their career progression.

In addition, creating an environment that supports teacher autonomy is also essential. Allowing teachers the flexibility to tailor curricula and instructional methods to meet their students' unique needs fosters innovation and responsiveness in teaching. When teachers are granted autonomy, they are more likely to implement effective teaching strategies and exhibit higher levels of job satisfaction. This autonomy, coupled with a supportive administrative framework, cultivates a professional atmosphere where teachers can thrive and, consequently, enhance student learning experiences (Drew, 2024).

In general, empowering teachers in public elementary schools through collaboration, continuous professional development, and supportive autonomy not only elevates the teaching profession but also leads to significant improvements in student outcomes. By adopting these strategies, educational institutions can create a dynamic and effective learning environment that benefits both teachers and students (Menzies & Quilter-Pinner, 2023).

Teacher empowerment has four indicators: professional development, trust, status, and cooperation.

Professional Development. Professional development is a critical dimension of teacher empowerment which serves as a catalyst for enhancing teachers' skills, confidence, and instructional effectiveness. By engaging in continuous learning opportunities, teachers can stay abreast of the latest educational methodologies, technologies, and subject matter advancements, which enrich the learning experiences of their students. This ongoing professional growth fosters a sense of agency and autonomy among teachers that enables them to make informed decisions in their classrooms and contribute meaningfully to their educational communities (Amzat & Valdez, 2017).

In addition, professional learning enables teachers to become aware of their own positionality, intersecting their values and beliefs with broader professional contexts. This awareness empowers teachers to exercise their roles, which aligns their values with their practices to effect meaningful change in their teaching environments. Such empowerment is not only an individual endeavor but also a collective one that emphasizes the importance of developing both human and social capital within educational settings (King, 2019).

Moreover, professional development initiatives that prioritize collaborative learning and cultural competency are particularly effective in empowering teachers. This approach not only values the expertise of teachers but also commits to cultural competency, ensuring that teaching practices are responsive to the diverse needs of the student population. By engaging in such enriched professional learning experiences, teachers are better equipped to implement inclusive and effective instructional strategies that enhance their sense of empowerment and efficacy in the classroom (Cabusao, et al., 2019).

Trust. Trust is a fundamental dimension of teacher empowerment that serves as the cornerstone for fostering collaborative and effective educational environments. When trust permeates the relationships between teachers, administrators, and students, it cultivates a sense of safety and mutual respect, which enables teachers to exercise professional judgment and take innovative approaches in their teaching practices. This mutual trust not only enhances teachers' confidence but also promotes a culture of shared responsibility and commitment to school improvement (Yin, et al., 2023).

Moreover, school administrators empower teachers by building relationships based on trust and facilitating open communication among school personnel. This approach enables teachers to feel valued and respected, which in turn enhances their commitment and effectiveness in their roles. Also, trust in colleagues has been shown to mediate the relationship between teacher empowerment and professionalism, indicating that when teachers trust their peers, they are more likely to engage in collaborative practices and exhibit professional growth (Yao, et al., 2024).

However, the erosion of trust in broader societal institutions can have a ripple effect on educational settings. The political influence undermines trust in key institutions, including those responsible for education. This decline in institutional trust can impact teachers' perceptions of support and autonomy, potentially hindering their sense of empowerment. Therefore, it is imperative for school leaders to actively cultivate and maintain trust within schools to counteract external distrust and ensure that teachers feel empowered to fulfill their educational missions effectively (Ries, 2024).

Status. Status is a pivotal dimension of teacher empowerment that encompasses the recognition and respect accorded to teachers within the educational system and the broader community. This dimension reflects how teachers perceive their professional standing, which significantly influences their motivation and commitment to the profession. When teachers feel esteemed and acknowledged, they exhibit heightened levels of job satisfaction and are more inclined to engage proactively in their roles (Doan, et al., 2024).

The role of school leaders is crucial in enhancing the status of teachers. By fostering shared decision-making processes, school heads can elevate teachers' sense of agency and professional worth. When teachers are involved in determining school goals and policies, they not only feel more empowered but also develop a deeper sense of professional competence. Creating an environment rooted in trust and open communication further bolsters teachers' perceptions of their status, which leads to more cohesive and effective educational setting. (Balyer, et al., 2017).

Furthermore, enhancing the status of teachers is a strategic approach to mitigate challenges such as teacher shortages and teacher retention and satisfaction. When teachers perceive their status as elevated, they are more likely to remain in the profession, thereby contributing to the stability and quality of

education systems. Therefore, prioritizing the status initiatives is essential for cultivating a motivated, respected, and enduring teaching workforce (UNESCO, 2023).

Cooperation. Cooperation stands as a pivotal dimension of teacher empowerment that fosters an environment where teachers collaboratively engage to enhance both teaching practices and student outcomes. Teacher collaboration not only enriches instructional methods but also cultivates a sense of collective responsibility and professional growth among teachers. This collaborative ethos enables teachers to share diverse perspectives which lead to innovative solutions and improved educational strategies. More so, collaborative problem-solving among teachers leads to enhanced teaching practices and a more cohesive educational environment (Diaz-Sacco & Muñoz-Salinas, 2024).

Moreover, the integration of cooperation into professional development initiatives has demonstrated significant benefits. Programs emphasizing collaborative learning communities provide platforms for teachers to collectively address challenges, share best practices, and support each other's professional journeys. Such collaborative frameworks have been linked to increased teacher efficacy and empowerment. It was found that collaborative engagement positively influenced their sense of empowerment and leadership within the school community (Geraghty, 2016).

Further, systemic support for cooperative practices is essential in sustaining teacher empowerment. Educational policies and institutional structures that promote collaborative opportunities contribute to a culture of shared leadership and continuous improvement. It is important to support teachers in delivering quality education through collaborative efforts, especially in evolving contexts marked by technological advancements and socio-economic shifts (OECD, 2024).

In addition, embedding cooperation as a core dimension of teacher empowerment not only enhances individual teaching practices but also fosters a collaborative culture that benefits the broader educational community. Empirical evidence from recent studies underscores the transformative impact of collaborative initiatives on teacher efficacy, leadership, and student achievement. Therefore, fostering cooperative environments within educational settings is imperative for the holistic empowerment of teachers (OECD, 2024).

Organizational Culture. Organizational culture refers to the shared values, beliefs, norms, and practices that shape the behavior and interactions of teachers and personnel within a school. It encompasses everything from the school's mission and vision to the everyday behaviors and attitudes of its personnel. Organizational culture is often seen as the personality of the organization/school, influencing how school personnel perceive their roles and how they interact with each other and external stakeholders (Heinz, 2024).

The importance of organizational culture cannot be overstated. A strong, positive culture can lead to increased employee engagement, higher productivity, and better overall performance. Schools with a strong organizational culture tend to have lower turnover rates and higher levels of employee satisfaction. This is because a positive culture fosters a sense of belonging and purpose among teachers, making them more likely to stay with the school and contribute to its success (Dewar, 2025).

Moreover, one of the key components of organizational culture is its alignment with the school's goals and values. When teachers understand and embrace the organization's mission and values, they are more likely to work towards common goals and collaborate effectively. This alignment also helps in attracting and retaining top talent, as teachers are more likely to join and stay with schools whose values resonate with their own (Dewar, 2025).

Further, recent studies have highlighted the evolving nature of organizational culture in response to changes in the work environment. For instance, the rise of remote and hybrid work models has necessitated a rethinking of how culture is maintained and communicated. Schools are now focusing more on creating inclusive and flexible cultures that can adapt to the diverse needs of their workforce. This shift is crucial for maintaining teacher engagement and productivity in a rapidly changing work landscape (Coleman, 2024).

In addition, leadership plays a critical role in shaping and sustaining organizational culture. Transformational leaders, in particular, have been shown to have a significant impact on fostering adaptive and resilient cultures. These leaders inspire and motivate employees to embrace change, innovate, and work towards the organization's long-term goals. By modeling the desired behaviors and values, leaders can effectively embed these elements into the organizational culture (Min, 2024).

Moreover, organizational culture is not static; it evolves over time as the school grows and adapts to external pressures. Continuous assessment and refinement of culture are essential for ensuring that it remains aligned with the organization's strategic objectives. This involves regular feedback from teachers and school personnel, as well as a willingness to make necessary changes to policies, practices, and behaviors. A dynamic and responsive culture is better equipped to handle challenges and seize opportunities in a competitive school environment (Bogale & Debela, 2024).

In general, organizational culture is a foundational element that influences every aspect of an organization. From teacher engagement and retention to innovation and performance, a strong and positive culture can drive success and sustainability. As organizations navigate the complexities of the modern work environment, a focus on cultivating and maintaining a healthy culture will be key to achieving long-term success (Bogale & Debela, 2024).

Organizational culture has three indicators: bureaucratic organizational culture, supportive organizational culture, and innovative organizational culture.

Bureaucratic Organizational Culture. Bureaucratic organizational culture is characterized by a formal structure, well-defined roles, and a clear chain of command. This type of culture emphasizes adherence to established rules, regulations, and procedures, ensuring consistency and predictability in operations. Bureaucratic cultures are often found in schools where stability and control are paramount. The hierarchical nature of bureaucratic culture means that decision-making authority is concentrated at higher levels, with communication typically flowing in a top-down manner (Campbell, 2024).

Bureaucratic organizational culture has both advantages and challenges. On the positive side, the clear structure and defined roles can lead to efficient task execution and accountability. Teachers understand their responsibilities and the procedures to follow, which can reduce ambiguity and enhance operational efficiency. However, this rigidity can also stifle creativity and innovation, as teachers may feel constrained by the strict rules and lack of flexibility. The impersonal nature of bureaucratic cultures can also impact teachers morale and engagement, potentially leading to higher turnover rates (Rockman, 2025).

More so, adapting bureaucratic cultures to modern school environments requires a delicate balance. Schools must find ways to maintain the benefits of structure and control while fostering a more dynamic and responsive culture. This can involve incorporating elements of flexibility and encouraging open communication channels to allow for innovation and teacher input. More so, school leaders play a crucial role in this transformation by modeling adaptive behaviors and creating an environment where teachers feel valued and empowered to contribute to the organization's success (Bogale & Debela, 2024).

Supportive Organizational Culture. Supportive organizational culture is characterized by an environment where teachers and school personnel feel valued, respected, and encouraged to contribute their best work. This type of culture emphasizes collaboration, open communication, and mutual support among teachers and school personnel. Schools with a supportive culture prioritize teacher well-being and development, fostering a sense of belonging and loyalty. Such cultures are often marked by strong interpersonal relationships, where school leaders and teachers provide the necessary resources, feedback, and encouragement to help each other succeed (Kachigan, 2024).

In addition, supportive organizational cultures can significantly enhance teacher engagement and job satisfaction. It was found that a supportive work environment positively impacts organizational performance through increased learning agility and innovation. Teachers in supportive cultures are more likely to take initiative, share ideas, and collaborate effectively, leading to higher levels of creativity and problem-solving. This, in turn, can result in improved school organizational outcomes, such as higher productivity and better customer satisfaction (Campbell, 2024).

Moreover, supportive school organizational cultures are crucial in today's rapidly changing work environment. The COVID-19 pandemic and other global disruptions have highlighted the importance of adaptability and resilience in the workplace. School organizations that foster a supportive culture are better equipped to navigate these challenges, as teachers feel more secure and motivated to contribute to the organization's success. Additionally, school leaders play a pivotal role in cultivating this culture by modeling supportive behaviors, recognizing employee contributions, and creating an inclusive environment where everyone feels valued (Boogaard, 2021).

Innovative Organizational Culture. Innovative organizational culture is defined by its emphasis on creativity, experimentation, and the pursuit of new ideas. This type of culture encourages teachers to think outside the box, take calculated risks, and challenge the status quo to drive breakthrough solutions and positive change. Key characteristics of an innovative culture include open-mindedness, collaboration, and a high tolerance for risk and failure. School organizations that foster such a culture create an environment where teachers feel empowered to explore new possibilities and continuously improve processes and products (Jain, 2023).

The innovative organizational culture has strategic advantages, particularly in the context of digital transformation and big data analytics capabilities. School organizations with strong innovative cultures significantly outperformed those with traditional cultures in their digital transformation efforts. This is because innovative cultures are more adaptable and responsive to technological advancements and school dynamics, enabling school organizations to leverage data-driven insights for competitive differentiation. Moreover, it highlights the importance of supportive leadership and a growth mindset in cultivating an innovative culture (Orero-Blat, et al., 2024).

Furthermore, the global learning disruptions, such as COVID-19 and weather conditions, have accelerated the need for innovation in school organizational cultures. It was revealed that school organizations with a focus on innovation were better able to navigate the challenges posed by the pandemic. These school organizations demonstrated higher levels of work motivation and innovative behavior, which were crucial for maintaining operational continuity and achieving strategic goals. School leaders in innovative cultures play a pivotal role by fostering an environment that values continuous learning, experimentation, and the integration of client feedback into the innovation process (Almeida, et al., 2024).

Decision-Making Participation. Teacher participation in school decision-making is a critical component of educational effectiveness and school improvement. When teachers are actively involved in decisions affecting their work and the broader school environment, there is a notable enhancement in both teacher satisfaction and student outcomes. This involvement fosters a sense of ownership and commitment among teachers, which leads to more innovative and effective teaching practices (Sarafidou & Chatziioannidis, 2023).

A systematic review of Griebler and Nowak (2022) highlights that teacher involvement in decision-making processes contributes significantly to the development of schools and students. This participatory approach ensures that decisions are well-informed and reflective of classroom realities, which improves the overall functionality of educational institutions. When teachers are included in decisions related to curriculum design, resource allocation, and policy formulation, they are more likely to implement these decisions effectively, which will result in improved educational outcomes.

Moreover, Sarafidou and Chatziioannidis (2023) have also explored the impact of teacher participation on their professional performance. They disclosed that when teachers are engaged in school decision-making, there is an increase in their efficiency, commitment, and accountability. This engagement not only enhances their sense of professional fulfillment but also positively influences their teaching efficacy, which leads to better student performance and a more cohesive school environment.

However, the extent of teacher participation can vary based on school leadership styles and organizational structures. Schools that adopt decentralized management practices tend to facilitate greater teacher involvement in decision-making processes. This decentralized approach empowers teachers, allowing them to contribute their expertise to critical decisions, which in turn fosters a collaborative and inclusive school culture (Yin, 2024).

Further, active participation of teachers in school decision-making processes has been linked to enhanced student outcomes. When teachers are involved in shaping school policies and practices, they are more likely to feel a sense of commitment, which leads to improved instructional quality. This engagement fosters a collaborative environment that benefits students academically and socially (Mohammad Nezhad & Stolz, 2024).

Moreover, teacher involvement in decision-making contributes to the development of a positive school culture. Such an environment supports student engagement and motivation, which are essential components for academic success. By participating in decisions that directly affect their classrooms, teachers can implement strategies tailored to their students' needs that will result in more effective teaching and learning experiences (Mohammad Nezhad & Stolz, 2024).

In general, teacher participation in school decision-making is a vital element that contributes to the enhancement of educational practices and outcomes. By fostering an environment where teachers' voices are heard and valued, schools can benefit from improved teacher performance, increased job satisfaction, and ultimately, better student achievement. Hence, educational leaders should implement structures and practices that promote active teacher involvement in decision-making processes to realize these benefits (Sarafidou & Chatzioannidis, 2023).

Decision-making participation has two indicators: individual attitude dimension and organizational environment dimension.

Individual Attitude Dimension. Individual attitudes serving as a critical dimension of decision-making participation in understanding how personal beliefs and perceptions affect one's engagement in decision-making processes. Individuals' willingness to participate is closely tied to their attitudes toward the decision-making context and their perceived role within it. Hence, teachers' attitudes and beliefs about their roles determine their willingness to engage in decision-making, which highlights the impact of personal perceptions on participation levels (Guadagnoli & Ward, 2018).

A study of Tagaki, et al. (2023) has explored the connection between individual attitudes and participation. It was emphasized that individual decision-making is influenced by relationships within socio-cultural environments, as well as attachment and connection to the community. This underscores how personal attitudes, shaped by social contexts, can drive participation in collective initiatives. Similarly, a research of Haesevoets, et al. (2023) revealed that individuals' preferences for engagement levels are influenced by their attitudes toward decision-making processes, with many favoring a balanced model of collaboration.

Moreover, the interplay between individual attitudes and decision-making participation is also evident in school settings. A positive attitude toward involvement led to increased job satisfaction and reduced job search behavior. This suggests that fostering favorable attitudes toward participation can enhance organizational outcomes. This also underscores the pivotal role of individual attitudes in shaping one's propensity to engage in decision-making processes in school contexts (Behraves, et al., 2020).

Organizational Environment Dimension. Organizational environment dimension encompasses the structural, cultural, and social contexts in which decisions are made, directly influencing how teachers engage in the decision-making process. A supportive organizational environment fosters open communication, inclusivity, and shared responsibility, which enhances employee involvement in decisions that affect their work and the organization's direction; while a restrictive environment can hinder participation, which will lead to decreased morale and commitment (Sarafidou & Chatzioannidis, 2023).

More so, when teachers perceive their workplace as supportive and inclusive, they are more likely to engage in decision-making processes, leading to higher job satisfaction and organizational commitment. This engagement not only empowers employees but also leverages their diverse perspectives, resulting in more informed and effective decisions. Moreover, organizations that cultivate such environments often experience enhanced performance and innovation, as participative decision-making encourages creativity and proactive problem-solving (Ogu, 2024).

However, creating an environment conducive to participative decision-making requires deliberate efforts from organizational leadership. Implementing transparent communication channels, providing opportunities for employee input, and fostering a culture of trust are essential steps. Challenges such as hierarchical barriers, lack of trust, and insufficient support can impede participation. Therefore, organizations must assess and adapt their structures and cultures to promote genuine involvement in decision-making processes. By doing so, they not only enhance employee satisfaction and commitment but also drive organizational success through collaborative and well-informed decision (Adekanmbi & Ukpere, 2021).

Influence of Teacher Empowerment on School Decision-Making Participation. Teacher empowerment significantly influences their participation in school decision-making processes. Empowered teachers, who possess autonomy and a sense of professional efficacy, are more inclined to engage actively in decisions that affect their work environment and student outcomes. This engagement fosters a collaborative school culture where teachers contribute meaningfully to policy and administrative choices, that enhances overall school effectiveness (Ahmadi & Arief, 2022).

Teachers who are involved in decision-making, particularly concerning instructional methods and curriculum design, have increased job satisfaction. This involvement not only boosts morale but also leads to a greater commitment to the school's goals. This indicates that teacher participation in decisions related to teaching matters is a strong predictor of job satisfaction (Squire-Kelly, 2022).

However, discrepancies often exist between teachers' actual and desired levels of participation in decision-making. Many teachers express a desire for more involvement, especially in managerial decisions, but find their participation limited to areas directly related to classroom activities. Addressing this

gap by empowering teachers to take part in broader school governance can lead to improved organizational commitment and a sense of ownership among school personnel (Ngussa & Gabriel, 2017).

Moreover, empowerment also encourages teachers to take on leadership roles within their schools. By participating in professional development communities and collaborative research initiatives, teachers can influence educational practices and policies. Such involvement not only enhances their professional growth but also positively impacts student achievement and school progress (Drits-Esser & Stark, 2015).

In addition, schools that prioritize teacher empowerment and participatory decision-making often experience lower turnover rates. When teachers feel valued and influential in shaping their work environment, they will remain in their positions, contributing to a stable and cohesive educational community that will in turn enhance the learning outcomes of students (Ortan, et al., 2021).

In general, fostering teacher empowerment significantly influences inclusive decision-making processes, which is vital for cultivating a positive school climate, enhancing teacher satisfaction, and improving student outcomes. Educational leaders should strive to create structures that allow teachers to have a voice in both instructional and managerial decisions, which will recognize their critical role in driving educational success (Hicks, 2016).

Influence of Teacher Empowerment on School Decision-Making Participation. Organizational culture significantly shapes the extent to which teachers are involved in decision-making processes within schools. A culture that values collaboration, trust, and shared responsibility tends to empower teachers to contribute meaningfully to institutional decisions. Schools with a participative culture see higher levels of teacher engagement in governance and policy formulation, which in turn enhances school effectiveness (Ndjama & Van Der Westhuizen, 2023).

Leadership style, as a component of organizational culture, plays a crucial role in facilitating or hindering teacher participation. Transformational leadership, characterized by vision-sharing and empowerment, has been shown to foster environments where teachers feel valued and are more likely to engage in decision-making. Ninkovic, et al., (2024) found that transformational leadership positively correlates with teacher collaboration and self-efficacy, both of which are essential for participative decision-making.

Moreover, communication patterns within a school are also deeply influenced by its culture and directly impact decision-making participation. Open, transparent communication fosters trust and encourages teachers to voice their opinions. Domogen (2023) emphasized that effective communication in schools enhances teacher involvement in curriculum and policy decisions, particularly in public schools in the Philippines.

Also, the alignment between organizational goals and teacher values further determines the level of teacher engagement in decision-making. When teachers perceive that their personal and professional values align with the school's mission, they are more motivated to participate. Eldor and Shoshani (2023) found that such alignment increases teacher engagement and reduces turnover intentions, reinforcing the importance of cultural congruence.

However, in schools with hierarchical or bureaucratic cultures, teacher participation is often limited. These environments may discourage initiative and suppress teacher voice. Taysum (2023) noted that in systems with rigid hierarchies, teachers often feel marginalized, which negatively affects their willingness to engage in school governance.

Ultimately, cultivating an inclusive and empowering organizational culture is essential for enhancing teacher participation in decision-making. Inclusive cultures not only improve teacher morale but also contribute to better student outcomes. Mezzanotte (2023) argued that inclusive organizational practices lead to more equitable and effective educational environments, underscoring the strategic importance of cultural transformation in schools.

1.3 Theoretical Framework

This study was anchored on the Participative Decision-Making (PDM) Theory (Hoy & Tarter, 1993) which serves as a foundational framework for understanding the dynamics of teacher empowerment and organizational culture within educational institutions and its influence on decision-making participation of teachers in schools. This theory posits that involving teachers in decision-making processes enhances their commitment, job satisfaction, and overall effectiveness. Hoy and Tarter (1993) developed a normative theory of PDM in schools, which suggests that the extent of teacher participation should align with specific situational factors to optimize decision quality and acceptance.

Moreover, PDM Theory advocates for the inclusion of empowered teachers and positive school organizational culture in organizational decision-making processes. The theory asserts that such participation leads to better decision outcomes and increased acceptance among school personnel. The level of participation is contingent upon factors such as the relevance of the decision to the teachers' roles and their expertise on the matter. In educational settings, PDM encourages collaborative work environments and positive organizational culture where empowered teachers contribute to policies and practices that directly affect their work, which fosters a sense of ownership and responsibility (Hoy & Tarter, 1993).

Applying PDM Theory in this study highlighted the critical link between teacher empowerment and organizational culture, and teacher decision-making participation. When teachers are empowered and are working in a school that has a positive organizational culture, they are more likely to actively participate in shaping school policies and decisions, and feel valued, which will lead to enhanced motivation and job satisfaction. This participatory approach not only benefits the teachers but also contributes to the overall effectiveness of the school, as empowered teachers are more committed to implementing decisions they helped formulate. Further, PDM theory provides a valuable foundation in enhancing and encouraging teachers to participate in decision-making processes in schools by empowering them.

By applying Participative Decision-Making Theory, this study intended to find the roles or contributions of teacher empowerment and organizational culture which have been found to positively affect teacher decision-making participation. The theoretical framework was expected to elucidate teacher

empowerment and organizational culture practices that can increase teacher decision-making participation, consequently enhancing student engagement, improving teacher collaboration, and, ultimately, improving learners' academic success.

Figure 1 depicts the relationship between the four dimensions of teacher empowerment, professional development, trust, status, and cooperation, and the three dimensions of organizational culture, bureaucratic organizational culture, supportive organizational culture, and innovative organizational culture, that impact the aspects of decision-making participation of teachers. These aspects include the individual attitude dimension and organizational environment dimension. Ultimately, this interaction influences student engagement and academic achievement.

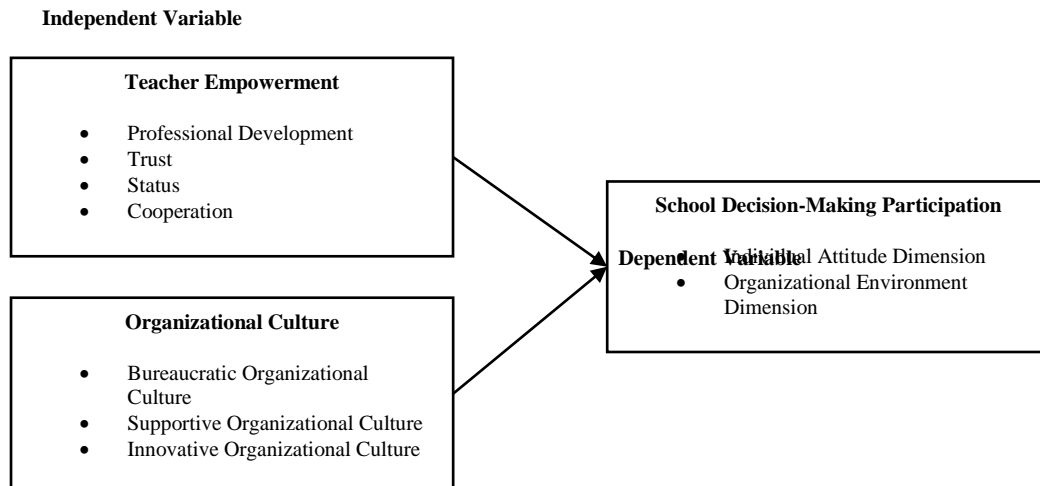


Figure 1. The Conceptual Framework

1.4 Statement of the Problem

The study aimed to investigate the influence of teacher empowerment and organizational culture on teacher decision-making participation in public elementary schools. Specifically, this study sought to address the following questions:

1. What is the level of teacher empowerment in terms of:
 - a. Professional Development;
 - b. Trust;
 - c. Status; and
 - d. Cooperation?
2. What is the level of organizational culture in terms of:
 - a. Bureaucratic Organizational Culture;
 - b. Supportive Organizational Culture; and
 - c. Innovative Organizational Culture?
3. What is the level of decision-making participation of teachers in terms of:
 - a. Individual Attitude Dimension; and
 - b. Organizational Environment Dimension?
4. Is there a significant relationship between teacher empowerment and their decision-making participation?
5. Is there a significant relationship between organizational culture and teacher decision-making participation?
6. What indicators of teacher empowerment influence teacher decision-making participation?

What indicators of organizational culture influence teacher decision-making participation?

1.5 Null Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

H₁. There is no significant relationship between teacher empowerment and their decision-making participation.

H₂. There is no significant relationship between organizational culture and teacher decision-making participation.

H₃. There is no indicators of teacher empowerment that influence their decision-making participation.

H₄. There is no indicators of organizational culture that influence teacher decision-making participation.

1.6 Scope and Delimitations of the Study

This study sought to determine the influence of teacher empowerment and organizational culture on teacher decision-making participation using a quantitative descriptive approach. The research was limited to eight schools in Laak South District, Davao de Oro, which means that the findings apply specifically to these school institutions and cannot be generalized to other schools or locations. It focused exclusively on teachers' perspectives, omitting insights from students, parents, and school administrators, thereby further narrowing its scope.

Additionally, the study was drawn from 177 teachers from Laak South District for School Year 2025-2026, offering only a partial view of teacher empowerment and organizational culture practices and their impact on teachers' decision-making participation. It specifically analyzed four dimensions of teacher empowerment (professional development, trust, status, & cooperation), three dimensions of organizational culture (bureaucratic organizational culture, supportive organizational culture, & innovative organizational culture), and two dimensions of teacher decision-making participation (individual attitude dimension & organizational environment dimension), while excluding other possible influencing factors such as teacher training, resource availability, and community involvement. The research also took into account variables like teacher experience, school size, and demographic factors. These limitations allowed for a targeted examination of how teacher empowerment and organizational culture affect teachers' decision-making participation within the context of the schools of Laak South District.

1.7 Significance of the Study

The findings of this study would benefit the following.

Learners. The results of this study were beneficial to the learners since empowered teachers, who are working in schools with positive organizational culture and who actively participate in decision-making processes, can create a more effective and engaging learning environment. Their increased involvement in school policies and instructional strategies led to improved teaching quality, directly benefiting students' academic performance and overall learning experience.

Teachers. The results of this study provided valuable insights for teachers as this study highlights the importance of teacher empowerment and organizational culture in decision-making, demonstrating how greater involvement can enhance job satisfaction, motivation, and professional growth. By recognizing their role in shaping school policies and instructional practices, teachers feel a stronger sense of purpose and commitment to their profession.

School Heads. The results of this study helped school heads identify and understand the impact of teacher empowerment and organizational culture that can help school heads foster a more inclusive and collaborative leadership approach. By involving teachers in decision-making, school leaders enhance school operations, promote a positive work environment, and improve teacher retention and performance.

DepEd Officials. The results of this study provided valuable insights for officials and policymakers in the Department of Education (DepEd) regarding the importance of teacher empowerment and organizational culture in decision-making. It can inform policy adjustments and professional development programs that encourage participatory leadership and improve overall school effectiveness.

Community Stakeholders. The result of the study motivated community stakeholders to advocate for policies and initiatives that encourage collaborative decision-making, ultimately leading to better educational outcomes for students. Recognizing the advantages of teacher empowerment and organizational culture allow stakeholders to support policies that promote shared decision-making in schools, which fosters a more inclusive and dynamic educational environment where teachers feel valued and motivated. As a result, students benefit from improved instructional strategies, which leads to enhanced learning experiences and academic success.

Future Researchers. The result of the study served as a reference for future researchers exploring teacher empowerment, organizational culture, and decision-making participation. It provides a foundation for further investigations into how teacher involvement influences school performance and student achievement, paving the way for new perspectives and recommendations for educational improvement.

1.8 Definition of Terms

To establish a common frame of references, the following terminologies are defined:

Bureaucratic Organizational Culture. This refers to a school organizational culture that is characterized by a formal structure, well-defined roles, and adherence to established rules and procedures, ensuring consistency and control within the school organization.

Cooperation. This refers to the willingness of teachers to collaborate with colleagues, administrators, and stakeholders to achieve common educational goals and improve school performance.

Decision-making Participation. This refers to the active involvement of teachers in shaping school policies, instructional strategies, and administrative decisions that impact their profession and student learning.

Individual Attitude Dimension. This refers to a teacher's personal beliefs, confidence, and willingness to engage in decision-making processes within the school.

Innovative Organizational Culture. This refers to a school organizational culture which emphasizes collaboration, open communication, and mutual support among teachers, prioritizing teacher well-being and development.

Organizational Environment Dimension. This refers to the school's culture, leadership support, and policies that either facilitate or hinder teachers' active participation in decision-making.

Organizational Culture. This refers to the shared values, beliefs, norms, and practices that shape the behavior and interactions of teachers and personnel within a school.

Professional Development. This refers to continuous learning opportunities and training that enhance teachers' knowledge, skills, and effectiveness in their profession.

Status. This refers to the recognition and value given to teachers within the school and the broader community, acknowledging their expertise and contributions to education.

Supportive Organizational Culture. This refers to a school organizational culture which encourages creativity, experimentation, and the pursuit of new ideas, fostering an environment where teachers feel empowered to explore new possibilities and drive positive change.

Teacher Empowerment. This refers to the process of granting teachers greater autonomy, authority, and participation in decision-making, enabling them to influence school policies, instructional methods, and professional development.

Trust. This refers to the confidence and mutual respect between teachers, school leaders, and colleagues, fostering a supportive and collaborative work environment.

2. Methods

2.1 Research Design

In this study, the researcher employed a quantitative-descriptive approach using the correlational technique to determine the level of teacher empowerment, organizational culture, and teacher decision-making participation; to determine the significant relationship between teacher empowerment and teacher decision-making participation, and between organizational culture and teacher decision-making participation; and to find out which indicators of teacher empowerment and organizational culture affect teacher decision-making participation. The correlational component investigated the relative importance of these variables, while the descriptive component systematically identified and assessed the levels of teacher empowerment, organizational culture, and decision-making participation.

This research design was ideal for the study's goals and premise because it allowed for the identification of significant aspects of teacher empowerment and organizational culture, and their effects on various aspects of decision-making participation (Creswell and Creswell, 2018). Additionally, the study used quantifiable and numerical data to examine variables in their natural state rather than manipulating variables or randomly assigning subjects (Belli, 2008).

Furthermore, a descriptive-correlational approach was necessary to understand how teacher empowerment and organizational culture influence decision-making participation. The correlational section examined the relationships between teacher empowerment and decision-making participation, between organizational culture and decision-making participation, and highlighted potential trends and effects, while the descriptive section provided a thorough assessment of these elements (Fraenkel et al., 2019).

This study approach was used to examine non-causal interactions, which is especially useful in educational settings where a number of factors interact (Gay et al., 2012). By integrating descriptive and correlational methods, the study ensured a comprehensive understanding of the teacher empowerment and organizational culture and their impact on teacher decision-making participation. Questionnaires were used to collect data, and the quantitative data were analyzed and interpreted using mathematical processes.

2.2 Research Locale

The study was conducted in Laak South District, Davao de Oro Division. Laak South District is one of the 18 districts that make up the Division of Davao de Oro, Mindanao, Philippines. Laak is around 101.6 kilometers from the provincial capital of Nabunturan, 118.1 kilometers from Compostela, and 67.9 kilometers from Tagum City. It is situated between longitudes 125° 49' east and latitudes 07° 50' north. In addition, it is bordered on the north by the province of Agusan del Sur, on the southwest by the municipality of San Isidro in Davao del Norte, and on the west by the municipality of Kapalong in Davao del Norte, and Montevista and Monkayo, Davao de Oro. Politically, Laak is situated in the second district of Davao de Oro.

Additionally, the schools in Laak South were selected based on a number of factors, such as the participants' willingness and desire to participate, accessibility, and a range of demographics. The selection of these schools yielded valuable information regarding teacher empowerment, organizational culture, and decision-making participation of teachers, which is important because it captures a variety of facets of these variables. Specifically, Amorcruez Elementary School, Kaligutan Integrated School, Kapatagan Elementary School, Laak Central Elementary School SPED Center, Langtud Elementary School, Longanapan Integrated School, Mabuhay Elementary School, and San Antonio Elementary School are the specific locations where the study will be carried out.

2.3 Research Respondents

The researcher employed the Universal Sampling approach in selecting the proper and accurate number of respondents. The study comprised 177 public elementary school teachers from schools in the Laak South District, Davao de Oro Division, during the school year 2024-2025. The study included teachers with at least three years of service and from schools with at least six teachers. On the other hand, teachers with four or fewer years of service and those from schools with five or fewer teachers were excluded from the study. According to Depersio (2018), this sampling strategy is useful and advantageous for picking respondents from a broader population due to its accuracy in representation and ease of execution. This method ensures that every potential respondent has an equal chance of being selected, as the selection process is purely random.

2.4 Research Instruments

This study utilized a modified structured questionnaire with a Likert scale to assess respondents' perceptions of teacher empowerment, organizational culture, and decision-making participation as the major data collection method. Likert scales, which typically range from 1 (strongly disagree) to 4 (strongly agree), are widely employed in social science research because they accurately evaluate the strength of respondents' opinions and actions. Moreover, this study used three sets of modified research questionnaires. The first set of questionnaires is the modified Teacher Empowerment Scale (TES) (Hidiroglu & Tanriogen, 2020) with 36 items to assess the independent variable teacher empowerment. The SCS, the most extensively used instrument for evaluating the teacher empowerment, measures four indicators: professional development, trust, status, and cooperation.

The second set of survey questionnaires that was used is the modified Organizational Culture Scale (Wallach, 1993) to measure the level of organizational culture with three indicators, namely: bureaucratic organizational culture, supportive organizational culture, and innovative organizational culture. It is comprised of 15 items which required scaled responses. In addition, the third set of questionnaires is the modified Decision-Making Participation Scale (Yildirim, Akanb, & Yalcin, 2019), which measured the dependent variable student decision-making participation. Teachers' decision-making participation will be assessed using two indicators: individual attitude dimension and organizational environment dimension. The said questionnaire consists of 14 items that require scaled replies.

Further, the research instruments were tailored to the local contexts, with question items streamlined for improved respondent comprehension. To guarantee that the items are relevant, valid, and reliable, a panel of experts evaluated and validated the modified and adapted survey questionnaires. These experts evaluated the items' relevance and alignment to the study's objectives. Based on their feedback, required modifications were made to improve clarity and suitability, integrating their ideas where appropriate. In addition, a pilot test was conducted with a small group of respondents, and the instrument's reliability was assessed using Cronbach's Alpha, with a target value of 0.70 or above.

2.5 Data Collection Procedure

Data collection is a rigorous procedure that allows researchers to better understand their objectives by gathering important information. As a result, formal approval to conduct the study was sought prior to data collection. In this study, approval was acquired from the School's Ethics Review Committee and the Dean of the Graduate School by providing the necessary documents. Ethical considerations were strictly observed, including obtaining informed consent from all participants while safeguarding their identity and confidentiality. To facilitate this process, a copy of the manuscript, survey questionnaires, and other relevant papers were submitted to the Assumption College of Nabunturan - Ethics Review Committee (ACN-ERC) for review and approval.

Once ethical approval had been given, the researcher sent formal requests for permission to conduct the study to the Schools Division Superintendent of Davao de Oro Division and the District Supervisor of Laak South District, whose approval is required for proper data collection procedures. Additionally, request letters were sent to the school heads of the eight selected schools to obtain their formal consent. Once approval was received from the relevant authorities, the researcher proceeded with administering the questionnaires to the identified respondents.

Moreover, once ethics was approved, the survey questionnaire were disseminated to the selected teacher-respondents. The researcher personally explained the study's goal and obtained their approval using an Informed Consent Form to ensure their willingness and voluntary participation. Clear instructions for filling out the questionnaire were supplied, with an emphasis on privacy and confidentiality. Respondents had one week to complete and submit the survey questionnaires. Following collection, the questionnaires were reviewed for completeness, and follow-ups were conducted as needed to maximize response rates. Once all survey questionnaires had been completed and collected, the researcher compiled and tabulated the data for statistical analysis. A statistician helped the researcher examine and explain the findings. After this, conclusions and recommendations were generated based on the findings.

2.6 Statistical Treatment

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, and frequency distributions, were used to describe the levels of achievement motivation, organizational commitment, and teachers' effectiveness.

Mean. This statistical tool was used to determine the levels of teacher empowerment, organizational culture, and decision-making participation.

Pearson's correlation coefficient. This was employed to determine the significant relationship between teacher empowerment and decision-making participation, and between organizational culture and decision-making participation.

Multiple Regression analysis. This was used to determine the effects of teacher empowerment and organizational culture on teacher decision-making participation.

This tested the study's hypothesis at the 0.05 level of significance. If the p-value is less than 0.05, the null hypothesis (that there is no significant relationship) will be rejected, indicating a statistically significant relationship.

2.7 Ethical Consideration

Ethics is crucial in research because it directs researchers toward principles that define morally and legally permissible practices. Before beginning the study, the researcher respected the respondents' rights, needs, values, and preferences. To protect participants, strict ethical guidelines were observed, including privacy, secrecy, dignity, rights, and anonymity. Thus, this research fully complied with ethical standards, emphasizing key aspects such as social value, informed consent, vulnerability of participants, risks, benefits, and safety, privacy and confidentiality, justice, and transparency.

Social Value. The researcher ensured that the study's design, methodology, and data collection procedures yield interesting and relevant insights that are in line with the study's purpose. Sharing the study's findings will be a great resource for enhancing teacher empowerment, organizational culture, and teacher decision-making participation, not only in the selected schools, but also in other schools in the Laak South District, as well as throughout the division, region, and nation.

Informed Consent. Respondents were provided with thorough Informed Consent Form detailing the study's purpose, methodologies, and procedures. The ICF explicitly clarified that participation is entirely optional and voluntary, and that respondents may withdraw from the study at any moment with no penalties or negative consequences. Furthermore, the ICF included confidentiality mechanisms to ensure that all personal information and responses are kept totally confidential and used solely for research purposes.

Vulnerability of Participants. The researcher provided a detailed description of the study's methods and procedures to ensure that participants understand exactly what their participation entails.

Risks, Benefits, and Safety. The researcher prioritized the benefits, safety and well-being of all respondents, taking all necessary precautions to mitigate any potential risks associated with the study. However, the nature of the research offered no significant risks to the respondents' physical, psychological, or socioeconomic health.

Privacy and Confidentiality. The researcher took considerable efforts to protect the privacy and confidentiality of all respondents. All obtained data were securely stored in locked physical files and password-protected digital databases, with access limited to authorized people. To maintain anonymity, individual responses were never disclosed in any reports, and findings were only presented in aggregated or generalized form. Furthermore, the researcher complied with the **Data Privacy Act of 2012**, guaranteeing that all personal information is kept absolutely confidential and used only for research purposes. Once the study was completed, all collected data were securely deleted or disposed of to prevent unauthorized access or misuse.

Justice. This study adhered to the ethical ideal of justice which ensures that all respondents are treated fairly and equitably throughout the research process. Respondents were selected based on the study's purpose rather than convenience, to ensure that the sample accurately represents the population under study. Furthermore, all responders were eligible for any research-related advantages, such as professional development programs, improved classroom environment practices, and increased student academic accomplishment.

Transparency. Prior to participation, the researcher ensured that all respondents receive clear and complete information about the study. This included a description of the study's aim, objectives, data collection processes, how their responses will be utilized, and any potential risks or benefits of taking part.

Furthermore, to preserve ethical standards, the researcher sought formal approval from relevant authorities such as the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the School Heads of the selected schools. This approval process ensured that the study adheres to institutional guidelines and educational policies. By closely following these ethical norms, the researcher maintained the greatest levels of integrity and respect for all respondents. Furthermore, this dedication to ethical research principles will ensure that the study is carried out responsibly, protecting respondents' rights and well-being while ensuring that the findings provide valuable and practical insights to the academic community.

3. Results

Presented in this chapter are the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

3.1 Level of Teacher Empowerment

Shown in this section are the results of the first statement of the problem, which examined the level of teacher empowerment in terms of professional development, trust, status, and cooperation.

Professional Development. Table 2 presents the result of the level of teacher empowerment in terms of professional development.

Table 2

Level of Teacher Empowerment in terms of Professional Development

Professional Development	Mean	Descriptive Rating
1. I am not prevented by the school administration to participate in any kind of training.	3.461	High
2. I am supported by the school administration to receive training on new teaching methods and techniques by the school administration.	3.516	Very High
3. I have the chance to receive training on new teaching methods and techniques by the school administration.	3.516	Very High
4. I am supported by the school administration to receive training on classroom management.	3.471	High
5. I am provided by the school administration with an environment to attend the courses and trainings they need.	3.395	High
Overall Mean	3.471	High

As gleaned from the table, the statements “I am supported by the school administration to receive training on new teaching methods and techniques” and “I have the chance to receive training on new teaching methods and techniques by the school administration” both garnered the highest mean score of 3.516, earning a very high descriptive rating. Following closely, the item “I am supported by the school administration to receive training on classroom management” posted a mean of 3.471 and was rated high. The statement “I am not prevented by the school administration to participate in any kind of training” recorded a mean of 3.461, also with a high rating. More so, the category “I am provided by the school administration with an environment to attend the courses and trainings they need” showed the lowest mean score of 3.395, yet still received a high rating.

Overall, the domain of professional development registered an average weighted mean of 3.471, interpreted as high. This suggests that teachers feel empowered to pursue continued growth and learning, with robust administrative support as a key enabling factor. Cultivating this dimension can further enhance teacher competence, confidence, and the overall instructional quality across the school.

Trust. Table 3 presents the result of the level of teacher empowerment in terms of trust.

Table 3

Level of Teacher Empowerment in terms of Trust

Need for Trust	Mean	Descriptive Rating
1. I feel that the school principal values me as a teacher.	3.552	Very High
2. I have a healthy dialogue with the school principal.	3.509	Very High
3. I am respected by the school principal.	3.561	Very High
4. I feel free while carrying out my duties.	3.465	High
5. I am treated emphatically by the school principal.	3.371	High
Overall Mean	3.491	High

As shown from the table, the item “I am respected by the school principal” earned the highest mean score of 3.561, receiving a very high descriptive rating. Closely following were the statements “I feel that the school principal values me as a teacher” and “I have a healthy dialogue with the school principal”, with mean scores of 3.552 and 3.509, respectively, also rated very high. On the other hand, “I feel free while carrying out my duties” garnered a slightly lower mean of 3.465, interpreted as high. The statement “I am treated emphatically by the school principal” posted the lowest mean score of 3.371, though still rated high.

In general, the domain of trust recorded an average weighted mean of 3.491, interpreted as high. This implies that teachers generally feel valued and respected by their school heads, with open communication contributing to a climate of professional trust and empowerment.

Status. Table 4 indicates the result of the level of teacher empowerment in terms of status.

Table 4

Level of Teacher Empowerment in terms of Status

Status	Mean	Descriptive Rating
1. I have profession with high social status.	3.305	High
2. The teaching profession provides me with the social status I desire in my environment.	3.335	High
3. The teaching profession gives me confidence.	3.458	High
4. The teaching profession gives me dignity.	3.554	Very High
5. The people around me respect the teaching profession.	3.432	High
Overall Mean	3.417	High

Based on table 4, the highest-rated item in this status domain was “The teaching profession gives me dignity”, which earned a mean score of 3.554 and was given a very high. Meanwhile, other items such as “The teaching profession gives me confidence” and “The people around me respect the teaching profession” posted mean scores of 3.458 and 3.432, respectively, both receiving a high rating. The statements “I have a profession with high social status” and “The teaching profession provides me with the social status I desire in my environment” showed slightly lower mean scores of 3.305 and 3.335, respectively, but remained within the high descriptive rating.

Overall, the status domain registered an average weighted mean of 3.417, interpreted as high. These results reflect that teachers perceive their profession as one of dignity and respect, although perceptions of broader societal prestige may vary.

Cooperation. Table 5 indicates the result of the level of teacher empowerment in terms of cooperation.

Table 5

Level of Teacher Empowerment in terms of Cooperation

Cooperation	Mean	Descriptive Rating
1. I cooperate with others in line with my professional goals.	3.555	Very High
2. The cooperation of the teachers of the teachers in our school makes me safe.	3.500	Very High
3. Other teachers at our school appreciate my work.	3.439	High
4. The teachers I work with have professional ethics.	3.529	Very High
5. I have a chance to cooperate with other teachers at the school.	3.516	Very High
Overall Mean	3.507	Very High

As indicated in Table 5, the item “I cooperate with others in line with my professional goals” earned the highest mean score of 3.555, receiving a very high descriptive rating. It was followed by “The teachers I work with have professional ethics” and “I have a chance to cooperate with other teachers at the school”, with mean scores of 3.529 and 3.516, respectively, both rated very high. The statement “The cooperation of the teachers in our school makes me safe” posted a mean of 3.500, likewise interpreted as very high. The item “Other teachers at our school appreciate my work” received a slightly lower score of 3.439, interpreted as high.

In general, the cooperation domain yielded an overall mean of 3.507, which is interpreted as very high. This signifies a strong culture of collegial collaboration, ethical practice, and mutual professional support within the school environment.

Summary on the Level of Teacher Empowerment

Presented in Table 6 is the level of the public school teacher empowerment based on the identified four indicators – professional development, trust, status, and cooperation.

Table 6

Summary on the Level of Teacher Empowerment

Indicators	Mean	Descriptive Rating
1. Professional Development	3.471	High
2. Trust	3.491	High
3. Status	3.417	High
4. Cooperation	3.507	Very High
Overall Mean	3.471	High

The collective data presents a comprehensive picture of teacher empowerment based on four indicators. Among these, cooperation posted the highest mean score of 3.507, interpreted as very high, highlighting collaboration as a cornerstone of empowerment within the school. The domains of trust, professional development, and status posted mean scores of 3.491, 3.471, and 3.417, respectively, each receiving a high rating.

Overall, the level of teacher empowerment across all domains recorded an average weighted mean of 3.471, interpreted as high. This suggests that teachers experience a well-rounded sense of empowerment in their professional lives, supported by meaningful collaboration, respectful relationships, and dignified recognition of their role.

3.2 Level of Organizational Culture

Shown in this section are the results of the second statement of the problem, which examined the level of organizational culture of teachers in terms of bureaucratic organizational culture, supportive organizational culture, and innovative organizational culture.

Bureaucratic Organizational Culture. Table 7 presents the result of the level of organizational culture of teachers in terms of bureaucratic organizational culture.

Table 7

Level of Organizational Culture in terms of Bureaucratic Organizational Culture

Bureaucratic Organizational Culture	Mean	Descriptive Rating
1. Our school supports teachers by giving instructions and having a prescriptive structure.	3.432	High
2. Our school has more structural (bureaucratic) aspect.	3.364	High
3. Our school has a hierarchical structure.	3.292	High
4. Our school has authoritarian management structure.	3.123	High
5. Our school Has strict management structure	3.104	High
6. Our school pays importance of formalities	3.292	High
7. Our school treats teachers fairly.	3.370	High
8. Our school acts prudently in organizational activities	3.370	High
Overall Mean	3.293	High

As gleaned from the table, the item “Our school supports teachers by giving instructions and having a prescriptive structure” posted the highest mean score of 3.432, receiving a high descriptive rating. Following this, the statement “Our school has more structural (bureaucratic) aspect” recorded a mean of 3.364, while “Our school treats teachers fairly” and “Our school acts prudently in organizational activities” each registered a mean of 3.370, all interpreted as high.

Meanwhile, items such as “Our school has a hierarchical structure” and “Our school pays importance to formalities” both earned a mean score of 3.292, also rated high. The statements “Our school has authoritarian management structure” and “Our school has strict management structure” received slightly lower mean scores of 3.123 and 3.104, respectively, though still within the high descriptive rating.

Overall, the domain of bureaucratic organizational culture registered an average weighted mean of 3.293, interpreted as high. This reflects that teachers perceive their institution as structured and rule-bound, with formal procedures and prudence guiding administrative practices, yet still balanced with fairness and support.

Supportive Organizational Culture. Table 8 presents the result of the level of organizational culture of teachers in terms of supportive organizational culture.

Table 8

Level of Organizational Culture in terms of Supportive Organizational Culture

Supportive Organizational Culture	Mean	Descriptive Rating
1. Our school gives individual freedom to teachers.	3.419	High
2. Our school establishes social relations with teachers.	3.445	High
3. Our school encourages teachers to the successful in their jobs.	3.490	High
4. Our school trusts teachers	3.509	Very High
5. Our school collaborates with all teachers	3.490	High
6. Our school concludes work processes by giving importance to teachers.	3.452	High
7. Our school is ambitious in organizational activities	3.394	High
8. Our school gives confidence to teachers	3.418	High
Overall Mean	3.451	High

As shown in Table 8, the highest-rated item in this domain was “Our school trusts teachers”, which earned a mean score of 3.509, receiving a very high descriptive rating. Following closely were the statements “Our school encourages teachers to be successful in their jobs” and “Our school collaborates with all teachers”, both posting mean scores of 3.490, and interpreted as high.

Other items such as “Our school concludes work processes by giving importance to teachers”, which each a mean score of 3.452, “Our school establishes social relations with teachers”, which obtained a mean score of 3.445, and “Our school gives individual freedom to teachers”, which registered a mean score of 3.419, also received high ratings. The indicators “Our school is ambitious in organizational activities” and “Our school gives confidence to teachers” posted mean scores of 3.394 and 3.418, respectively, maintaining the high descriptive level.

Overall, supportive organizational culture recorded an average weighted mean of 3.451, interpreted as high. These results suggest that the school fosters a climate of trust, motivation, and collaboration, which serves as a cornerstone of teacher satisfaction and professional growth.

Innovative Organizational Culture. Table 9 presents the result of the level of organizational culture of teachers in terms of innovative organizational culture.

Table 9

Level of Organizational Culture in terms of Innovative Organizational Culture

Innovative Organizational Culture	Mean	Descriptive Rating
1. Our school has an entrepreneurial nature.	3.219	High
2. Our school is progressive in organizational activities.	3.316	High
3. Our school values creativity and innovation.	3.432	High
4. Our school takes risks in organizational activities.	3.323	High
5. Our school adds vitality and excitement to work life	3.355	High
6. Our school carries out organizational processes by giving importance to the result of work rather than employees	3.252	High
7. Our school puts pressure on teachers in terms of workload and time to get things done	3.132	High
Overall Mean	3.290	High

The item “Our school values creativity and innovation” earned the highest mean score of 3.432, receiving a high descriptive rating. Closely following were “Our school adds vitality and excitement to work life”, which earned a mean of 3.355 and “Our school takes risks in organizational activities”,

which obtained a mean of 3.323, both interpreted as high. Meanwhile, statements such as “Our school is progressive in organizational activities”, which registered a mean score of (3.316), “Our school carries out processes by emphasizing results over employees” which obtained a mean score of 3.252), and “Our school has an entrepreneurial nature” which has a mean score of 3.219, maintained the high rating. The item “Our school puts pressure on teachers in terms of workload and time to get things done” recorded the lowest mean score of 3.132, yet still fell within the high descriptive category.

Overall, the domain of innovative organizational culture obtained an average weighted mean of 3.290, interpreted as high. This implies that while the organization embraces innovation, it does so within structured boundaries, balancing ambition with sensitivity to workload.

Summary on the Level of Organizational Culture

Presented in Table 10 is the level of the public school teacher organizational culture based on the identified three indicators – bureaucratic organizational culture, supportive organizational culture, and innovative organizational culture.

Table 10

Summary on the Level of Organizational Culture

Indicators	Mean	Descriptive Rating
1. Bureaucratic Organizational Culture	3.293	High
2. Supportive Organizational Culture	3.451	High
3. Innovative Organization Culture	3.290	High
Overall Mean	3.345	High

The consolidated data presents a broad view of organizational culture among teachers, with supportive organizational culture registering the highest mean score of 3.451, interpreted as high. This underscores the importance of trust, collaboration, and personalized support within the institution. Bureaucratic organizational culture and innovative organizational culture followed with mean scores of 3.293 and 3.290, respectively, both interpreted as high. This reflects that while structure and creativity coexist, supportive practices remain the most prominent feature in cultivating a healthy workplace climate.

Overall, the level of organizational culture posted an average weighted mean of 3.345, interpreted as high. These findings suggest that the school environment fosters a balanced mix of formal procedures, professional support, and innovation, contributing to teachers’ sense of belonging, purpose, and motivation.

3.3 Level of Decision Making Participation

Shown in this section are the results of the third statement of the problem, which examined the level of decision making participation of teachers in terms of organizational environment and individual attitude.

Organizational Environment. Table 11 presents the result of the level of decision making participation of teachers in terms of organizational environment.

Table 11

Level of Decision Making Participation in terms of Organizational Environment

Organizational Environment	Mean	Descriptive Rating
1. I am allowed by the school management to participate in decisions about education and teaching.	3.399	High
2. I decide together with other teachers on what work to be done in the school.	3.373	High
3. I think the school management prepares environment for teachers to share their views and suggestions.	3.377	High
4. I think school management takes teachers’ concerns and about suggestions about procedures related to the school into account.	3.361	High
5. I am consulted by the school principal before making a decision	3.307	High
Overall Mean	3.367	High

As reflected in Table 11, the item “I am allowed by the school management to participate in decisions about education and teaching” recorded the highest mean score of 3.399, earning a high descriptive rating. Closely following were “I think the school management prepares environment for teachers to share

their views and suggestions”, which obtained a mean score of 3.377 and “I decide together with other teachers on what work to be done in the school”, which obtained a mean score of 3.373, both receiving a high rating. Statements such as “I think school management takes teachers’ concerns and suggestions about procedures into account”, with mean of 3.361 and “I am consulted by the school principal before making a decision” with mean of 3.307, likewise garnered high ratings.

Overall, the organizational environment dimension yielded a weighted mean of 3.367, interpreted as high. This affirms that the current school setting promotes inclusive decision-making structures, allowing teachers to voice their insights meaningfully.

Individual Attitude. Table 12 presents the result of the level of decision making participation of teachers in terms of individual attitude.

Table 12

Level of Decision Making Participation in terms of Individual Attitude

Individual Attitude	Mean	Descriptive Rating
1. I participate in school decisions	3.380	High
2. I have the right to speak in our school decisions.	3.380	High
3. I think my decisions to participate in the decisions process of the school makes me feel more valuable.	3.361	High
4. I think teachers participation in the decision will increase the quality of the decisions	3.419	High
Overall Mean	3.385	High

As indicated in Table 12, the statement “I think teachers’ participation in the decision will increase the quality of the decisions” posted the highest mean score of 3.419, interpreted as high. Equally strong were the responses to “I participate in school decisions” and “I have the right to speak in our school decisions”, both scoring 3.380, suggesting a high descriptive rating. More so, the statement “I think my decision to participate in the school’s decision-making process makes me feel more valuable” with mean score of 3.361 also received a high rating.

The domain of individual attitude posted an overall mean of 3.385, interpreted as high. This implies that teachers personally embrace their role in decision-making and recognize its impact on the school’s success and their own professional value.

Summary on the Level of Decision Making Participation

Shown in Table 13 is the level of the public school teacher decision making participation based on the identified two indicators – organizational environment dimension and individual attitude dimension

Table 13

Summary on the Level of Decision-Making Participation

Indicators	Mean	Descriptive Rating
1. Organizational Environment Dimension	3.367	High
2. Individual Attitude Dimension	3.385	High
Overall Mean	3.376	High

As reflected in Table 13, both dimensions, organizational environment and individual attitude, achieved high ratings, with mean scores of 3.367 and 3.385, respectively. The overall mean score across both dimensions is 3.376, also interpreted as high. These results illustrate that teachers in the public school setting perceive themselves as active participants in institutional decisions, supported both by the school’s organizational culture and their personal commitment to contributing meaningfully.

3.4 Test of Null Hypotheses

Table 14 presents the relationship between the teacher empowerment and decision-making participation of teachers.

Table 14

Relationship of Teacher Empowerment and Decision-Making Participation

CORRELATIONS		TEACHER EMPOWERMENT	DECISION-MAKING PARTICIPATION
TEACHER EMPOWERMENT	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	155	155
DECISION-MAKING PARTICIPATION	Pearson Correlation	.763*	1
	Sig. (2-tailed)	.000	
	N	155	155

**Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 14 that both teacher empowerment and organizational culture demonstrate statistically significant relationships with teachers' decision-making participation. Specifically, the correlation between teacher empowerment and decision-making participation yielded a p-value of 0.000, which is well below the standard threshold of 0.05. This indicates a significant relationship, and thus provides sufficient evidence to reject the null hypothesis. Moreover, the correlation coefficient of 0.763 reflects a high positive correlation, implying that as teacher empowerment increases, so does their involvement in decision-making processes.

Table 15

Relationship of Organizational Culture and Decision-Making Participation

CORRELATIONS		ORGANIZATIONAL CULTURE	DECISION-MAKING PARTICIPATION
ORGANIZATIONAL CULTURE	Pearson Correlation	1	.789**
	Sig. (2-tailed)		.000
	N	155	155
DECISION-MAKING PARTICIPATION	Pearson Correlation	.789*	1
	Sig. (2-tailed)	.000	
	N	155	155

**Correlation is significant at the 0.01 level (2-tailed).

Likewise, Table 15 shows that the relationship between organizational culture and decision-making participation posted a p-value of 0.000, which also confirms statistical significance. The correlation coefficient of 0.789 denotes a high positive correlation, suggesting that supportive, structured, and innovative organizational cultures are strongly associated with enhanced teacher participation in decision-making.

Overall, these findings underscore the critical role of teacher empowerment and organizational culture in shaping participatory governance in schools. They suggest that fostering a professionally supportive climate and empowering teachers can significantly elevate collaborative decision-making, potentially leading to more responsive and inclusive educational leadership practices.

3.5 Influence of Teacher Empowerment and Organizational Culture on Decision-Making Participation of Teachers

Table 16 shows the influence of each dimension of teacher empowerment on the decision-making participation of public school teachers.

Table 16

Influence of Teacher Empowerment on Decision-Making Participation

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.524	.200		2.616	.010
	trust	.358	.064	.377	5.573	.000
	status	.152	.069	.166	2.208	.029
	cooperation	.309	.074	.336	4.171	.000

a. Dependent Variable: DECISION

As shown in Table 16, the teacher empowerment dimensions of trust, status, and cooperation were identified as significant predictors of decision-making participation among public school teachers, with p-values less than 0.05. This indicates that teachers who experience a strong sense of mutual trust, professional recognition, and collegial cooperation are more likely to actively engage in institutional decision-making. These results suggest that relational and recognition-based aspects of teacher empowerment play a pivotal role in fostering participatory governance within schools. Conversely, professional development dimension of teacher empowerment that was not found to be significant may exert less direct influence in this context. Ultimately, the findings reinforce the value of cultivating trust and professional rapport among teachers, which not only strengthens individual agency but also promotes collaborative and inclusive decision-making practices across the school community.

On the other hand, Table 17 shows the influence of each dimension of organizational culture on the decision-making participation of public school teachers.

Table 17

Influence of Organizational Culture on Decision-Making Participation

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.565	.175		3.238	.001
	supportive	.264	.071	.290	3.705	.000
	innovative	.449	.082	.445	5.492	.000
	bureaucratic	.128	.083	.136	1.540	.126

a. Dependent Variable: DECISION

As shown in Table 17, the organizational culture dimensions of supportive culture and innovative culture emerged as significant predictors of decision-making participation among public school teachers, each presenting p-values less than 0.05. This suggests that when teachers perceive their workplace as encouraging and responsive, or as fostering new ideas and progressive practices, they are more likely to engage actively in institutional decision-making processes. These findings affirm the critical role of a school's cultural climate in shaping participatory behaviors. Notably, the bureaucratic organizational culture dimension not identified as significant in this model may exert less influence on decision-making participation, signaling that the presence of encouragement and openness to innovation have a more direct impact. In general, the results underscore the importance of cultivating an environment that values support and forward-thinking. Doing so may not only enhance teacher morale but also foster inclusive governance and shared leadership within the school system.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Discussions on the Level of Variables

Level of Teacher Empowerment of Public School Teachers in terms of Professional Development. The extent of professional development as experienced by public school teachers was **highly manifested**, indicating consistent engagement in structured learning opportunities and targeted trainings. Teachers reported strong access to workshops on instructional strategies, classroom management, and policy orientation, enabling them to enhance their pedagogical competencies. Administrative support appeared to play a significant role in fostering continuous learning, ensuring that professional growth was not only encouraged but sustained. However, the provision of more individualized, differentiated learning experiences may further advance teacher expertise and autonomy.

Amzat and Valdez (2017) explained that ongoing learning aligns instructional practices with current trends and deepens reflective teaching. King (2019) argued that aligning teacher beliefs with professional growth fosters motivation and longevity in service. Cabusao et al. (2019) emphasized the importance of culturally responsive development programs in enriching instructional relevance and empowering educators to enact meaningful change.

Level of Teacher Empowerment of Public School Teachers in terms of Trust. The domain of trust was similarly **highly manifested**, pointing to strong interpersonal dynamics and confidence in leadership within public school settings. Teachers consistently expressed openness in communication, mutual respect among peers, and a sense of psychological safety in performing professional tasks. Trust was embedded in professional relationships, especially in decision-making scenarios and collegial interactions. Nonetheless, while structural trust was prevalent, deeper emotional connectivity and empathetic understanding may further strengthen holistic well-being and resilience in the workplace.

Yin et al. (2023) found that trust is closely linked to teacher innovation and agency, supporting autonomy in classroom practices. Yao et al. (2024) highlighted that peer trust cultivates professionalism and reduces role-related anxiety. Ries (2024) stressed that trust within educational institutions fosters broader societal confidence and teacher commitment, anchoring empowerment within relational foundations.

Level of Teacher Empowerment of Public School Teachers in terms of Status. Status was rated as **highly manifested**, demonstrating that public school teachers recognize the societal relevance and honor of their roles. Respondents felt respected by students, parents, and stakeholders, with their contributions acknowledged in community and institutional spaces. The sense of fulfillment associated with teaching was evident in responses, suggesting that professional identity and pride are integral to empowerment. However, underlying aspirations for elevated prestige, particularly on national and policy levels, remain noteworthy, reflecting broader calls to uplift the teaching profession.

Doan et al. (2024) found that professional status directly influences teacher satisfaction, self-efficacy, and retention. Balyer et al. (2017) explained how shared leadership and recognition cultivate professional esteem and strengthen institutional culture. UNESCO (2023) advocated for systemic enhancement of teacher status as a strategic response to attrition and declining teacher morale.

Level of Teacher Empowerment of Public School Teachers in terms of Cooperation. The extent of teacher empowerment in public schools, as reflected by the domain of **cooperation**, was **very highly manifested**, with an overall weighted mean of **3.507**. This indicates that collaborative practices among teachers are not only prevalent but foundational to how teachers function within their institutions. Collegiality, mutual respect, and professionalism guided daily interactions, and shared responsibilities often led to stronger instructional delivery and more meaningful professional engagement. Teachers reported feeling supported by their peers and school leaders, with cooperative efforts enhancing morale and overall satisfaction. While collaboration is clearly a strength, refining appreciative behaviors and expanding inclusive leadership roles may further deepen the culture of empowered cooperation.

Hidiroglu and Tanriogen (2020) emphasized that cooperation is a core dimension of teacher empowerment, directly influencing teachers' perceptions of agency and institutional support. Similarly, collaborative cultures have been linked to increased morale, job satisfaction, and professional efficacy (Almulla, 2022). Teachers reported feeling supported by peers and school leaders, with cooperative efforts fostering a sense of belonging and shared purpose.

While collaboration is clearly a strength, refining appreciative behaviors and expanding inclusive leadership roles may further deepen the culture of empowered cooperation. As noted by Alzahrani and Alharbi (2023), inclusive leadership practices that recognize teacher contributions and promote shared decision-making are essential in sustaining cooperative environments. Moreover, empowering teachers through structured collaboration leads to more adaptive and resilient school systems (Lee & Kim, 2021).

Summary of the Extent of Teacher Empowerment in terms of the Specified Indicators. The extent of teacher empowerment among public school teachers was generally rated as high. Teachers reported frequent access to professional development opportunities and demonstrated strong collaborative relationships anchored in mutual trust, dignity, and collegial appreciation. While cooperation was the most pronounced dimension, very highly manifested, indicating robust peer support and ethical practice, other domains such as professional development, trust, and status were highly manifested, reflecting consistent engagement with learning opportunities, respect within leadership relationships, and a sense of esteem tied to the teaching profession.

These findings affirm that the teaching community experiences a healthy level of professional autonomy and relational empowerment. As Engida et al. (2024) affirmed, teacher autonomy positively influences student achievement, while Ahrari et al. (2021) highlighted that empowerment enhances job satisfaction and professional growth. Al-Zu'bi et al. (2024) also found that empowered teachers contribute to stronger organizational performance and commitment to educational quality.

Level of Organizational Culture of Public School Teachers in terms of Bureaucratic Organizational Culture. Bureaucratic culture also emerged as **highly manifested**, demonstrating that public school environments are structured, rule-bound, and procedurally stable. Teachers respected the clarity and fairness embedded in formal systems, citing consistency in governance, communication, and expectations. While regulation fosters security and role clarity, it may also inhibit spontaneity, personalized initiative, and adaptive responses to emerging challenges. Balancing procedural control with relational flexibility could enable more empowered and responsive teaching contexts.

Rockman (2025) noted that bureaucratic frameworks offer operational efficiency and reduce ambiguity in roles. Bogale and Debela (2024) cautioned against rigidity, encouraging adaptive governance that still respects structure. These studies affirm the importance of balancing control and responsiveness to foster a culture where empowerment flourishes within clear boundaries.

Level of Organizational Culture of Public School Teachers in terms of Supportive Organizational Culture. Supportive culture was **highly manifested**, suggesting that public schools provide a nurturing and inclusive climate for teachers to thrive. Collegial relationships were marked by shared accountability, mutual encouragement, and access to professional resources. Teachers viewed the environment as emotionally safe and conducive to collaboration, with administrative policies reinforcing positive interpersonal engagement. While support is clearly embedded, expanding individualized mentorship and reinforcing recognition mechanisms could deepen relational empowerment.

Boogaard (2021) observed that supportive organizational cultures reduce burnout and foster resilience among teachers. Kachigan (2024) emphasized that systematic support, particularly in professional growth, reduces attrition and enhances work performance. Campbell (2024) connected support structures to innovation and adaptive capacity, framing a supportive culture as a vital enabler of continuous improvement.

Level of Organizational Culture of Public School Teachers in terms of Innovative Organizational Culture. Innovative culture was reported as **highly manifested**, with teachers acknowledging that creativity and progressive thinking were valued within their institutions. Opportunities for experimentation, technology integration, and process enhancements were evident, albeit tempered by workload concerns and hierarchical structures. Teachers appreciated the push for modernization, but often sought clearer pathways for implementing ideas and scaling innovations. With deeper incentives for idea-generation and collaborative design thinking, innovation could shift from an ideal to a sustained practice.

Orero-Blat et al. (2024) found that innovative cultures directly impact digital fluency and pedagogical advancement. Almeida et al. (2024) emphasized the role of school-level innovation in managing disruptions and maintaining engagement. Jain (2023) reported that open, risk-tolerant environments spur creativity and encourage reflective practice among educators.

Summary of the Extent of Organizational Culture in terms of the Specified Indicators. The organizational culture experienced by teachers was also highly manifested. Among its dimensions, supportive organizational culture registered the highest rating, with frequent expressions of trust, encouragement, and emotional safety in the workplace. Bureaucratic and innovative cultures also received high ratings, reflecting the presence of clear structures and a measured openness to creativity. Teachers valued the stability of formal procedures while recognizing the importance of collaborative and innovative practices.

These findings suggest that schools maintain a professional climate that balances consistency with flexibility. Boogaard (2021) emphasized the value of supportive cultures in enhancing teacher engagement, while Campbell (2024) discussed how bureaucratic systems offer operational efficiency when properly balanced. Orero-Blat et al. (2024) further stressed the strategic advantage of fostering innovation within educational institutions, especially during transitions and digital shifts.

Level of Decision Making Participation of Public School Teachers in terms of Organizational Environment Dimension. Organizational environment was similarly **highly manifested**, indicating that schools provide structural and cultural support for participatory governance. Teachers cited consultative processes, shared planning, and open forums as mechanisms for expressing views and shaping direction. The institutional climate was viewed as inclusive, affirming collaborative professionalism and group agency. Further enhancing transparency and accountability mechanisms may solidify these participatory systems and foster deeper democratic culture in schools.

Adekanmbi and Ukpere (2021) emphasized how organizational support structures promote active citizenship and institutional alignment. Ogu (2024) argued that inclusivity strengthens teacher motivation and resilience, especially in policy execution. Sarafidou and Chatziioannidis (2023) connected participative environments to improved efficacy and institutional performance, highlighting their role in sustainable empowerment.

Level of Decision Making Participation of Public School Teachers in terms of Individual Attitude Dimension. Teachers' individual attitudes toward decision-making participation were **highly manifested**, reflecting a strong sense of agency and confidence in contributing to institutional change. Respondents believed in the value of their professional insights, actively engaged in policy discussions, and expressed readiness to co-lead initiatives. These positive attitudes affirm a reflective and proactive orientation toward governance, suggesting that empowerment begins with mindset and personal conviction. Continued support for voice and visibility may sustain this active stance and reinforce democratic engagement.

Guadagnoli and Ward (2018) underscored the impact of personal perception on decision-making efficacy and organizational involvement. Tagaki et al. (2023) highlighted how socio-cultural influences shape participatory behaviors in educational institutions. Behraves et al. (2020) linked favorable attitudes with job satisfaction and professional engagement, affirming the importance of belief systems in shared governance.

Summary of the Extent of Decision Making Participation in terms of the Specified Indicators. Teachers' participation in decision-making was likewise rated as high across both the individual and organizational dimensions. Respondents expressed confidence in their professional voice, acknowledged their right to engage in policy discussions, and felt that their input influenced school directions. Moreover, they perceived their organizational environment as inclusive, with leadership consulting them on curricular and instructional matters. These results demonstrate that both personal agency and institutional support contribute to a participatory governance climate.

Sarafidou and Chatziioannidis (2023) affirmed that teacher involvement enhances school effectiveness and job satisfaction, while Behraves et al. (2020) reported that positive attitudes toward participation correlate with improved organizational outcomes. Adekanmbi and Ukpere (2021) reinforced the importance of supportive structures in cultivating employee engagement and civic responsibility in schools.

Relationship between Teacher Empowerment and Decision Making Participation of Public School teachers. The results revealed a statistically significant relationship between teacher empowerment and decision-making participation, supported by a p-value of **0.000** and a strong correlation coefficient of **0.763**. This high positive correlation implies that as teachers experience greater empowerment, expressed through autonomy, trust, cooperation, professional development, and recognition, they become more involved in school-level decisions. Empowered teachers reported greater confidence in sharing insights, shaping policy, and influencing classroom and organizational practices.

These findings affirm the Participative Decision-Making (PDM) theory, which posits that empowered teachers are essential contributors to effective and inclusive decision-making processes. As Sarafidou and Chatziioannidis (2023) emphasized, meaningful involvement boosts teacher morale, aligns policy

with classroom realities, and improves school outcomes. Ahrari et al. (2021) also validated that teacher empowerment enhances job satisfaction, which reinforces participatory behaviors.

Relationship between Organizational Culture and Decision Making Participation of Public School teachers. A significant relationship was also found between organizational culture and teacher decision-making participation, with a **p-value of 0.000** and a correlation coefficient of **0.789**, indicating a strong positive association. This reflects that schools with cultures characterized by support, innovation, and procedural fairness actively encourage teacher involvement in governance. Teachers working in environments that value collaboration, creativity, and transparent leadership are more likely to express their views and contribute to institutional decision-making.

These results are consistent with the assertions of Bogale and Debelo (2024), who found that positive cultural climates enhance staff agency and institutional performance. Similarly, Coleman (2024) stressed that adaptive and inclusive cultures sustain engagement, especially in shifting educational landscapes. The findings further validate the role of leadership and shared values in promoting democratic participation and organizational alignment.

Influence of Teacher Empowerment on Decision Making Participation of Public School teachers. The dimensions of teacher empowerment, particularly **trust, status, and cooperation**, were found to significantly influence teachers' participation in decision-making, each with **p-values less than 0.05**. This indicates that teachers who feel professionally esteemed, trusted by colleagues and leaders, and supported through collaborative practices are more likely to engage actively in school governance. These relational and recognition-driven factors nurture a sense of agency, accountability, and voice in institutional processes. Meanwhile, professional development, though important, was not identified as a significant predictor in the regression model, suggesting its indirect impact in this context.

Drits-Esser and Stark (2015) highlighted how teacher cooperation fuels both policy engagement and instructional quality, while Doan et al. (2024) connected status and trust to retention and participatory behaviors. The findings underscore the importance of cultivating interpersonal empowerment alongside technical competence to sustain inclusive decision-making cultures.

Influence of Organizational Culture on Decision Making Participation of Public School teachers. The dimensions of **supportive and innovative** organizational culture were found to significantly influence teacher decision-making participation, with **p-values below 0.05**. Supportive cultures, characterized by emotional safety, collaboration, and respect, empower teachers to voice their ideas and engage in school decisions. Innovative cultures foster experimentation, creativity, and agency, further enhancing participative behaviors. On the other hand, the **bureaucratic culture** was not identified as a significant influence, suggesting that formal structures, while necessary for stability, may not directly facilitate democratic engagement.

These findings resonate with Mezzanotte (2023), who emphasized the strategic importance of inclusive cultural transformation, and with Orero-Blat et al. (2024), who linked innovation to organizational adaptability and staff motivation. Together, the results affirm that schools must go beyond procedural compliance and cultivate environments that genuinely value teacher input and forward-thinking practices.

4.2 Conclusions

Based on the results, teacher empowerment and organizational culture, while perceived positively by public school teachers, demonstrated strong and statistically significant relationships with decision-making participation. Although all indicators of empowerment and organizational culture were rated highly, reflecting consistent experiences of trust, collaboration, support, and professional development, only select dimensions emerged as significant predictors of participatory governance. This implies that not all forms of professional support translate equally into decision-making influence.

In terms of teacher empowerment, trust, status, and cooperation were found to be key drivers of participatory behavior, suggesting that relational and recognition-based dynamics are essential in fostering teacher agency. Professional development, while appreciated, did not directly influence participation, highlighting the need to balance technical training with empowering leadership practices. Likewise, organizational culture influenced participation most meaningfully through supportive and innovative components; on the other hand, bureaucratic structures, though stable, did not significantly predict active involvement, indicating that structural control must be tempered with adaptability and openness.

Overall, teacher participation in decision-making reflects more than procedural inclusion, it is shaped by the school's relational climate, cultural responsiveness, and willingness to honor teacher voice. These findings affirm that empowered and culturally supported teachers are more likely to engage in collaborative governance, contributing to school improvement and instructional relevance. As such, fostering meaningful empowerment and cultivating inclusive cultures are not only managerial strategies, but imperatives for sustaining professional commitment and shared educational leadership.

4.3 Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. School heads shall actively promote relational dimensions of empowerment, particularly trust, status, and cooperation, as core elements of professional culture. This may be done through shared leadership practices, recognition programs, and structures for peer collaboration that enhance teacher confidence and agency in decision-making.

2. The Department of Education (DepEd) is encouraged to integrate participatory leadership development into its professional training framework. Programs must emphasize teacher voice, inclusive governance, and cultural responsiveness, to equip teachers not only with instructional competencies but with strategic roles in shaping educational policies and school improvement plans.
3. School administrators shall nurture supportive and innovative organizational cultures through feedback systems, open dialogue, and collaborative problem-solving mechanisms. Fostering professional environments that embrace creativity, experimentation, and teacher involvement will result in stronger governance and instructional relevance.
4. Bureaucratic procedures, while essential for organizational stability, must be balanced with adaptive strategies that encourage teacher autonomy and participatory behavior. Policy implementation must be co-designed with those directly impacted, ensuring operational rigor does not hinder motivation or engagement.
5. Schools shall institutionalize mechanisms for participatory decision-making, including teacher consultation panels, distributed planning teams, and regular feedback cycles. These systems must go beyond symbolic inclusion to enable meaningful teacher influence in shaping school policies, curriculum direction, and administrative decisions.
6. Future school improvement initiatives shall recognize decision-making participation not merely as an administrative formality but as a strategic tool for professional empowerment and systemic advancement. Teachers must be treated as co-creators of solutions, with their insights informing reforms that ultimately strengthen learner achievement and institutional effectiveness.
7. Future researchers are encouraged to explore emerging models of teacher empowerment, organizational culture, and decision-making participation within diverse school contexts. Specifically, studies may examine how culturally responsive leadership, digital decision-making platforms, and inclusive consultation mechanisms impact teacher empowerment and instructional innovation. Longitudinal and mixed-method designs are highly recommended to capture dynamic interactions and deepen understanding of causality and lived experiences across stakeholder groups.

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