

TEACHERS' EMPOWERMENT AND ITS EFFECT JOB SATISFACTION

by:

Camelo A. Maiquez

Teacher I, Renato L. Cayetano Memorial School

Teachers play a pivotal role in shaping the future of society by imparting knowledge and nurturing students' intellectual and emotional development. However, the effectiveness of teachers' roles is closely tied to their levels of job satisfaction and sense of professional fulfillment. Recently, there has been increasing recognition of the importance of empowering teachers to create a positive teaching and learning environment. Empowerment encompasses providing teachers with the autonomy, resources, and support necessary to make informed decisions and take ownership of their professional growth.

Eggleston (2019) asserts that when school principals provide teachers chances for growth and include them in decision-making, their level of job satisfaction may increase. Numerous research have demonstrated connections between job satisfaction and teacher empowerment. According to Choi et al. (2019), instructors are empowered by the majority of factors that lead to higher work satisfaction. Remarkably, evaluating a teacher's capacity for autonomous judgment is one way to determine whether or not they are an empowered educator.

In addition, empowering one another makes it possible for individuals to impart their knowledge, skills, and wisdom that have been hidden because they are waiting for the appropriate chance or the ideal moment to share them with others. As a result, empowerment encourages amicable interactions amongst group members (Alosaimi, 2019). Concerned people and organizations in the educational and non-educational sectors think it's crucial that teachers have more influence. The concern seems legitimate

and essential to creating a more workable and extended response to the issue of declining educational quality and a dearth of extensive teacher involvement in the region. It is thought that teachers need to have more substantial chances to participate in decision-making and other activities that provide them greater freedom to consider and take action on matters that are essential to them both personally and professionally (Stromquist, 2019).

Thus, the degree to which teachers feel empowered in their roles in the classroom determines how satisfied they are with their jobs. Many elements contribute to empowerment, such as decision-making autonomy, professional development opportunities, and a culture of support inside the company. Empirical evidence consistently indicates a favorable relationship between teachers' work happiness and their level of empowerment. Higher levels of job satisfaction will likely result from educators feeling empowered and having a sense of ownership over their work. Furthermore, empowerment allows educators to apply cutting-edge, student-centered teaching strategies, which can further increase their job satisfaction. Furthermore, educators who work in an enabling environment also feel more trusted and collaborative, enhancing their job satisfaction. By establishing supportive environments, promoting collaborative decision-making, and offering chances for professional growth, principals and other school administrators may significantly contribute to the empowerment of teachers. Finally, educational institutions may create a more satisfying work environment that fosters job satisfaction and raises the standard of education overall by giving priority to the empowerment of teachers.

References:

Eggleston, J. (2019). Teacher decision-making in the classroom: A collection of papers. *Teacher Decision-Making in the Classroom: A Collection of Papers*. 1-234. Taylor and Francis. <https://doi.org/10.4324/9780429452598>

Choi, C. Hwang, & D. Kwon (2019). On the effect of dispersed leadership of vocational training teachers on job satisfaction through organization citizenship behavior and teacher empowerment. *Journal of the Korea Society of Digital Industry and Information Management*, 15(1), 109-122.

Alosaimi, Mansour Daifallah. (2016). "The Role of Knowledge Management Approaches for Enhancing and Supporting Education." Unpublished Doctoral Thesis. Paris: Universite Paris 1 Pantheon-Sorbonne. Available online also at: <https://tel.archivesouvertes.fr/tel-01816021/document>

Stromquist, P. Nelly . (2018). *The Global Status of Teachers and the Teaching Profession*. USA [United States of America]: Education International Research.

Available online also at: https://ei-ie-al.org/sites/default/files/docs/2018_ei_researchstatusofteachers_eng_final.pdf