A PATH MODEL OF TEACHER EMPOWERMENT AS ESTIMATED BY COLLABORATION, CARING AND ADVOCACY

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ABSTRACT

This study attempted to investigate the collaboration, caring, advocacy and empowerment of elementary and secondary public-school teachers. Three hundred teachers from M'lang North district, Cotabato are being participated during the conduct of this study for the S.Y. 2021 – 2022. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the findings of the study, teacher collaboration, caring and empowerment were described as high. Meanwhile, the advocacy was described as moderate. The results also revealed that there is a significant relationship between collaboration, caring, advocacy and teacher empowerment. Collaboration and caring have significantly predicted the teacher empowerment compared to advocacy. Hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the empowerment of teachers.

Keywords: *teacher empowerment, collaboration, caring, advocacy, path analysis, M'lang north district*

INTRODUCTION

Teacher empowerment has become an integral part of school reform as teachers become more involved in school improvement initiatives. However, most of these initiatives, such as No Child Left Behind legislation, have caused some teachers to feel disempowered. A possible factor contributing to this could be high stakes testing that drives curriculum and instruction, rather than the assessment of critical thinking. This lack of autonomy and input could lead to the perception of decreased levels of teacher self-efficacy. Short and Rinehart (2018) asserted that a study reported in the *Teachers College Record* discussed characteristics of

schools that have high dropout rates, saying they are overcrowded, and they reveal student apathy as elements of increased teacher disempowerment in schools.

Today, schools and districts across the country struggle to create more collaborative environments in order to be more effective. School districts that envision these empowered environments have turned to teachers as leaders and have encouraged them to take the initiative to monitor and improve their schools by actively participating in some form of building or district leadership capacity. DuFour (2019) posited that 68% teachers who work in collaborative environments can learn from one another, and students can benefit from the collective strengths of these teachers working together. Keiser and Shen (2015) found, "Empowerment leads to higher teacher self-esteem, increased teacher knowledge of subject matter, improved staff collegiality, enhanced motivation, and higher student achievement".

Despite of the significance of the studies mentioned above and their contribution to the society and school organizations, the researcher is still far from a model that examine the relationship between empowerment, advocacy, collaboration and caring of teachers in different schools in M'lang Cotabato. Thus, this paper is determined to fill the gap by formulating new theories and hypothesis showing the association and interrelatedness of the variables.

Moreover, this study is significant to the readers for it guides them to the improvement and development of a framework designed to categorized empirical work of effectiveness research and inform subsequent literature search. This also be used to provide insight into the themes on which a considerable body of work agree and could provide educational leaders with the knowledge needed to motivate, engage, retain and empowered teachers. Results, discussions, and findings from this study can be used by policy makers, school administrators, and teachers as a reference material in making productivity improvement of the school. Likewise, scholars and future researchers can benefit from this research as a way of providing them ideas for their future research endeavors.

FRAMEWORK

This study was anchored on Self-Determination Theory develop by (Deci and Ryan, 2000). The inclusion of Self-Determination Theory (SDT) allows an interpretation of the data that requires examination of potential influences such as teachers caring behavior, advocacy and collaboration which these areas are the key element to empowerment. Self-Determination Theory posits that the psychological needs for competence, advocacy, caring behavior, autonomy, and relatedness must be met for optimal performance in the workplace (Deci & Ryan, 2000).

Having healthy collaborative support for advocacy, competence, caring behavior, autonomy and relatedness releases the intrinsic motivation necessary to move towards

empowerment, growth and improved performance (Ryan & Deci, 2000); goals of growth and improved performance are highly complementary to the administrators have for their own work with teachers. Collaboration and advocacy from the framework of the Partnership Principles has great potential when situated within the theoretical framework of SDT because it provides autonomy support for, rather than control of, teacher practice.

Effective collaborative and advocacy support teachers in improving their performance and competence, while providing teachers with control (autonomy) over their own caring behavior, in the context of relatedness with the teachers and other colleagues, all of the requirements SDT adherents maintain is necessary for growth and psychological need-fulfillment (Ryan & Deci, 2000). Furthermore, the Partnership Principles can be understood as an operationalized framework for SDT since the confluence of the practices of equality, choice, voice, dialogue, praxis, reciprocity, and reflection all serve to support teachers in the internalization of external motivators for action, an essential understanding of SDT (Deci & Ryan, 2000). Because of the stance on motivation SDT allows actions towards a goal can be taken, even when the goal itself is not internally motivated, which is significant when applied to school improvement contexts that are most frequently not initiated by teachers.

METHOD

Research Design

This study utilized the descriptive-correlational research design. Descriptive research design was used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that will allow the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Furthermore, the correlational design was used to identify the strength and nature of association between two or more variables (Creswell, 2003).

Respondents

The public-school teachers in elementary and secondary level in M'lang, north district were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include teacher empowerment questionnaire (Squire-Kelly, 2012), collaboration questionnaire (Ervin, 2011), caring questionnaire (King, 2011) and

advocacy questionnaire (Alberta Learning, 2002).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of teacher empowerment, collaboration, caring and advocacy. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between teacher empowerment, collaboration, caring and advocacy. In addition, multiple regression analysis was used to measure the teacher empowerment, collaboration, caring and advocacy. Furthermore, structural equation modeling was employed to assess the interrelationships of the variables.

RESULTS AND DISCUSSION

Level of Teacher Empowerment

Table 1 shows the level of empowerment of teacher in North district of M'lang, Cotabato. The teachers' empowerment contains six indicators namely, decision-making, professional growth, self-efficacy, status, impact and autonomy. It garnered an overall mean of 4.39 with a description of high.

In terms of decision making, the mean score is 4.45 which described as high. This implies that teachers exhibit high level of empowerment in the workplace. The result is supported by Hirsch et al. (2016) that allowing teachers to have a role in making decisions about their work environment is important to achieving empowerment. Hirsch et al. suggest teachers are the best equipped individuals to make decisions about what happens in their classrooms.

In terms of professional growth, it generates a mean of 4.47 which described as high. This means that teachers manifest high level of empowerment in school. The result is congruent to the statement of Rinehart and Short (2019) and Short and Johnson (2017) that professional growth concerns the teacher's perception of whether or not they are allowed to develop their skills. Teachers should be allowed to collaborate with their peers and participate in professional learning concerning various teaching strategies (Hirsch et al., 2016).

As of status, the mean score is 4.35 which described as high. The result indicates that teachers exhibit high level of empowerment in their teaching profession. This was aligned to the study of Klecker and Loadman, (2018) and Short and Johnson (2017) that status refers to the amount of attention a teacher receives from parents, students, community members, peers and superiors. Status also refers to a teacher's belief that their work is valued by their colleagues.

As of self-efficacy, it reaches a mean score of 4.42 which described as high. It signifies that teacher manifest high level of empowerment in school. The result was supported by Klassen and Tze, (2019) that teachers' self-efficacy has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and for students' academic achievement.

With regards to autonomy, the mean score is 4.36 which described as high. This means that teachers exhibit high level of empowerment in school. The finding is parallel to the statement of Richard Smith (2017) that teacher autonomy refers to "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others.

Lastly, the impact generates a mean score of 4.31 which described as high. This suggest that teachers exhibit high level of empowerment in the workplace. The result was supported by Martin et al. (2016) that teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching or particular academic skills, nut as importantly, the fostering of student self-esteem.

Table 1. Level of Teacher Empowerment

Empowerment Items	Mean	Std. Deviation	Description
Decision Making	4.45	.418	High
Professional Growth	4.47	.369	High
Status	4.35	.425	High
Self-Efficacy	4.42	.388	High
Autonomy	4.36	.459	High
Impact	4.31	.395	High
OVERALL	**4.39**	**.330**	**HIGH**

Level of Teacher Collaboration

Table 2 shows the level of collaboration of the teachers in north district of M'lang, Cotabato. The collaboration contains three indicators namely, teacher-colleague collaboration, time collaboration and administrative support. The overall mean is 4.38 which described as high.

The teacher-colleague collaboration has a mean score of 4.41 which described as high. This means that teachers exhibit high level of collaboration in the workplace. The finding was supported by Milbury (2015) that when teachers collaborate, student achievement increases because of the involvement with the integration, organization, and demonstration of effective use of online and traditional resources. During the collaboration processes, teachers can model successful and desirable practices.

In the same way, time collaboration generates a mean score of 4.32 which described as high. Implies that teachers exhibit high level of collaboration in school. The result aligned to the statement of Lambert (2018) who explained that collaboration can also be time-consuming if all members use this process for making every decision. Additionally, if the members spend all their time attending meetings for all decisions, all outcomes will seem equally important which could be viewed as a weakness in this process.

Meanwhile, administrative support reaches a mean of 4.39 which described as high. This suggest that teachers manifest high level of collaboration in their teaching profession. The result is congruent to the study of O'Donovan (2017) that teachers need administrative support during the collaboration process to improve the likelihood that their work will raise student achievement significantly.

Table 2. Level of Teacher Collaboration

Collaboration Items	Mean	Std. Deviation	Description
Teacher-Colleague Collaboration	4.41	.422	High
Time Collaboration	4.32	.469	High
Administrative Support	4.39	.405	High
OVERALL	**4.38**	**.286**	**HIGH**

Level of Teacher Caring

Table 3 shows the level of caring of the teachers in north district of M'lang, Cotabato. The teacher caring contains of four indicators namely, classroom management, academic support, interpersonal relationship and sense of respect and trust. The overall mean is 4.22 with a description of high.

In terms of classroom management, the mean score is 4.22 which described as high. This implies that teachers exhibit high level of caring in school. The result was supported by Freiberg (2018) that classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom.

As of academic support, it generates a mean of 4.32 which described as high. It indicates that teachers manifest high level of caring in the workplace. The finding is congruent to the study of Birch (2017) that academic supports are programs and strategies that are used by schools to increase the academic achievement of students, particularly for students who may be at risk of diminished academic achievement.

With regards to interpersonal relationship, it reaches a mean score of 4.16 which described as high. This means that teachers exhibit high level of caring in their teaching

profession. The result is aligned to the statement of Liden et al., (2015) that positive interpersonal relationships were a key predictor of organizational commitment. Kostova & Roth (2018) reported that positive interpersonal relationships should be positively related to team performance, as they promote individual behaviors that are aimed at increasing team efficacy and efficiency.

On the other hand, the sense of respect and trust has a mean score of 4.17 which described as high. This means that teachers exhibit high level of caring in school. The finding is supported by Moran (2016), that the behavior of teachers is the primary influence on trust in colleagues". If relationships between teachers are to change significantly, teachers themselves must work to identify barriers to trust within the faculty and take the initiative to improve, repair, and maintain relationships.

Table 3. Level of Teacher Caring

Caring Items	Mean	Std. Deviation	Description
Classroom Management	4.22	.437	High
Academic Support	4.32	.464	High
Interpersonal Relationship	4.16	.548	High
Sense of Respect and Trust	4.17	.461	High
OVERALL	**4.22**	**.378**	**HIGH**

Level of Teacher Advocacy

Table 4 shows the level of advocacy of teachers in north district of M'lang, Cotabato. The teacher advocacy contains four indicators namely, students' involvement in making decisions, understanding students' strength and learning needs, teaching appropriate self-advocacy skills and supports students' success. The overall mean is 4.29 with a description of moderate.

The students' involvement in making decisions generates a mean score of 4.33 which described as high. This means that teachers manifest high level of advocacy in school. The finding is supported by the statement of Convention on the Rights of the Child, students have a basic right to participate in deciding on issues that affect them (United Nations, 1996-2002). Reviewed literature indicates possible areas of students' participation as choosing their schools and designing their rules.

Similarly, understanding students' strength and learning needs has a mean score of 4.30 which described as high. The result implies that teachers exhibit high level of advocacy in the workplace. The finding was aligned to the statement of Entwistle & Smith (2017) that the teaching-learning environment had to provide opportunities for students to recognize the

significance of these different perspectives through carefully varied tasks and explicit discussion of the critical features of the concept.

Meanwhile, teaching appropriate self-advocacy skills reaches a mean score of 4.13 which described as high. It indicates that teachers frequently exhibit high level of advocacy in their teaching profession. The result is congruent to the study of Stodden et al. (2018) that as students make the transition from the structured and guided educational process of high school to a self-directed path after graduation, the importance of self-advocacy increases.

On the other hand, supports students' success garnered a mean score of 4.39 which described as high. It signifies that teacher frequently exhibit high level of advocacy in school. The finding was supported by Fraser & Fisher (2017) that Teacher support measures the amount of help, concern and friendship the teacher directs toward the students. Teacher plays a vital role to create environment that supports effective teaching and learning in the classrooms.

Table 4. Level of Teacher Advocacy

Advocacy Items	Mean	Std. Deviation	Description
Students' Involvement in Making Decisions	4.33	.477	High
Understanding Students' Strength and Learning Needs	4.30	.510	High
Teaching Appropriate Self-Advocacy Skills	4.13	.445	High
Supports Students' Success	4.39	.424	High
OVERALL	**4.29**	**.333**	**HIGH**

Relationship between Variables

Table 5 shows relationship between collaboration, caring, advocacy and empowerment of teachers. The results show that all the independent variables have significant relationship with the empowerment of teachers (p<.05).

In particular, there is a relationship between collaboration and empowerment (r=.325**, p<.05). This suggests that the increase in collaboration would essentially increase the empowerment of teachers. The finding of the study is congruent to the statement of Lee and Nie (2019) that teacher empowerment is an integrated process that includes both categories. Professional learning communities and other forms of collaboration among teachers are examples of previously studied methods of increasing teachers' perceptions of empowerment and work satisfaction. If schools do not have enough collaboration, then teachers feel isolated, but too much collaboration can paradoxically suppress new ideas because everyone adapts to the norm of the group.

In the same way, there is a significant relationship between advocacy and empowerment of teachers (r=.485**, p<.05). This means that as advocacy increases, the empowerment of

teachers would also likely increase. The finding of this study aligned to the statement concluded by Sloane (2016) that self-advocacy requires teachers to take an active role in their education to become empowered and shows teachers that asking for help is not a sign of weakness, but rather a sign of control. Moreover, self-advocacy gives teachers the ability to seek guidance and help rather than falling into a learned helplessness mindset.

Meanwhile, there is a relationship between caring and empowerment (r=.673**, p<.05). This suggests that the increase in caring would essentially increase the empowerment of teachers. The finding was supported by Demir (2015), that teachers' caring behaviors are actions and attitudes of teachers towards one another and towards the educational institution (Babu & Venkatesh, 2016). Positive organizational behavior among teachers should be promoted and embraced in all educational institutions since its purpose is to create an environment that is geared towards the sustainability and improvement of the organization.

Table 5. Relationship between Variables

INDEPENDENT VARIBALES	TEACHER EMPOWERMENT		
	R	p-value	Remarks
Collaboration and Empowerment	.325**	.000	Significant
Advocacy and Empowerment	.458**	.000	Significant
Caring and Empowerment	.673**	.210	Significant

*Significant at .05 level

Influence of Collaboration, Caring and Advocacy on Teacher Empowerment

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of teacher empowerment. The results indicate that collaboration and caring were found to be significant predictors of teachers' empowerment.

In particular, the teacher collaboration has significant direct effect on empowerment of teachers (β=.396, p<.05). This means that the regression weight for teacher collaboration in the prediction of empowerment is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in collaboration there is a corresponding increase in the teacher empowerment by .396. Through this, would imply that collaboration can improve better the empowerment of teachers. The finding of the study supported by the researchers like Dooner et al. (2018) that the collaborative dynamics involved in developing and sustaining a professional empowerment are not only important, but also understudied. Accordingly, work offers valuable insights for other educators trying to affect change through collaborative processes. They

analyzed the data from meetings as well as personal interviews with the teachers involved in the learning community.

Similarly, the caring significantly predicts the empowerment of teachers (β=-.159, p<.05). This means that the regression weight for teacher caring in the prediction of empowerment is significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher caring is increase by 1, the empowerment of teachers would increase by -.159. This finding is aligned to the statement of Pearson and Moomaw (2015) that studies conducted on teacher empowerment and its relationship to the different behaviors of teachers in private schools are limited. It is important then to establish teacher empowerment and caring behavior among teachers in private schools such as Catholic Educational Institutions. Teacher empowerment can lead to positive behavior and could eventually play an important role in organizational success and stability (Bogler & Somech, 2019).

However, advocacy do not significantly predict the empowerment of teachers (β=-.138, p<.05). This means that the regression weight for values in the prediction of professional identity is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the teacher values are decrease by 1, the professional identity of teachers would increase by -.138. This is parallel to the statement Harris & Sass (2016) that there is no evidence that teacher advocacy has an impact to the empowerment of teachers. Though, empowerment and advocacy work significantly helpful for many groups in the community, but the association of two variables seems to have low correlation in many areas of the study.

**Table 6. Influence of Collaboration, Caring and Advocacy on Empowerment**

Variables	Unstandardized Coefficients		Standardized Coeffificient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.028	.314		9.645	.000	
Teacher's Collaboration	.456	.069	.396	6.602	.000	Significant
Teacher's Caring	-.139	.068	-.159	-2.045	.042	Significant
Teacher's Advocacy	-.010	.074	-.010	-.138	.890	Not significant

Note: R=.358[a], R-square=.128, F=14.539, P>.05

STRUCTURAL FIT MODEL

Figure 1 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of collaboration, caring and advocacy on teacher empowerment is 17 percent. Collaboration, caring and advocacy significantly predict teacher empowerment with beta values of .39, -.15, and -.01. Furthermore, the goodness of fit results revealed that the values were not within the

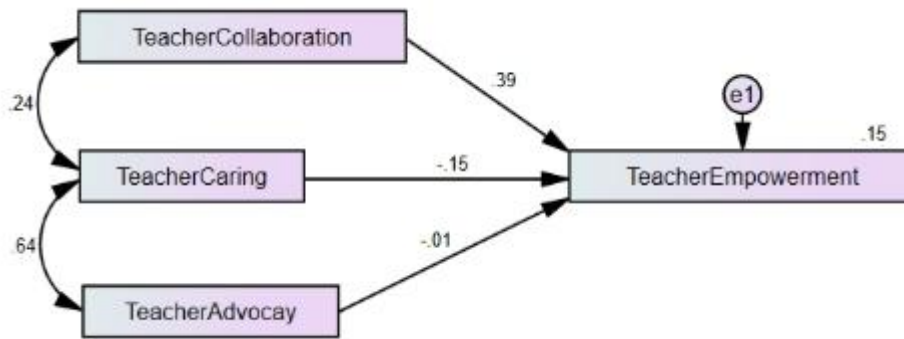range of the criteria as CMIN/DF > TLI, CFI, 0.95), and 0.05 with a PCLOSE > means that does not fit data.
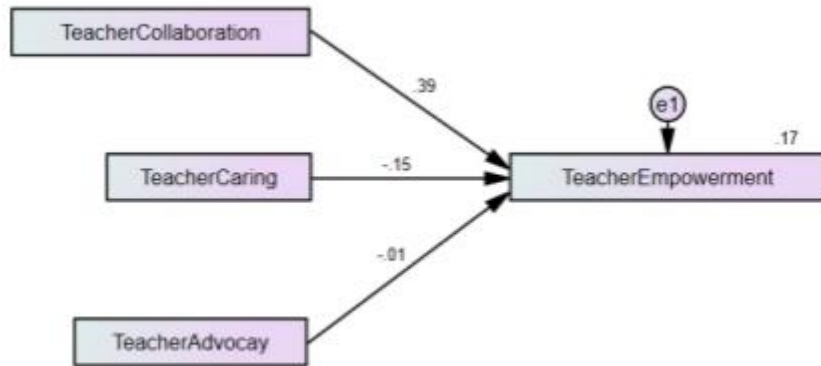
indices shown by 3.0, (NFI, GFI < RMSEA < 0.05. This the model with the

MODEL FIT VALUES		
INDEX	**CRITERION**	**MODEL FIT VALUES**
CMIN/DF	<3.0	82.413
P-value	>.05	.000
NFI	>.95	.143
TLI	>.95	-.730
CFI	>.95	.135
GFI	>.95	.882
RMSEA	<.05	.522
PCLOSE	>.05	.000

Figure 1. Test of Hypothesized Model 1

Figure 2 presents the results of Hypothesized Model 2. Based on the results, a total of 15 percent of the variance of teacher empowerment is explained by the combined influence of collaboration, caring and advocacy. Meanwhile, the collaboration, caring and advocacy significantly predict teacher empowerment with beta values of .39, -.15 and -.01, respectively.

Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of teacher empowerment.

MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	31.943
P-value	>.05	.000
NFI	>.95	.889
TLI	>.95	.342
CFI	>.95	.890
GFI	>.95	.763
RMSEA	<.05	.322
PCLOSE	>.05	.000

Figure 2. Test of Hypothesized Model 2

Figure 3 presents the results of Hypothesized Model 3. Based on the results, a total of 15 percent of the variance of teacher empowerment is explained by the combined influence of collaboration, caring and advocacy. Moreover, collaboration and advocacy explain 47 percent of the variance of caring. Meanwhile, the collaboration, caring and advocacy significantly predict teacher empowerment with beta values of .39, -.15 and -.01, respectively. Furthermore, collaboration and caring have direct effect on caring with beta values of .24 and .64, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.08
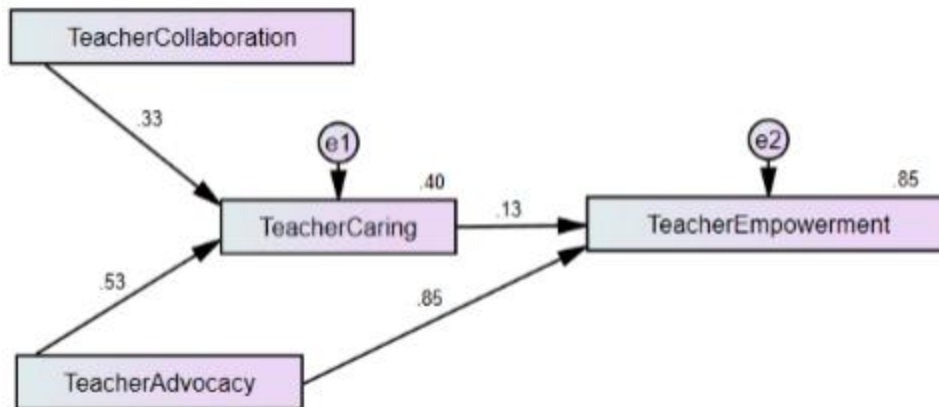
with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of teacher empowerment.
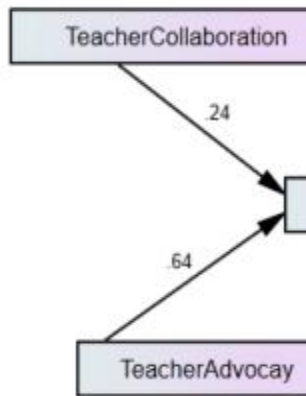
MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	31.943
P-value	>.05	.000
NFI	>.95	.889
TLI	>.95	.342
CFI	>.95	.890
GFI	>.95	.673
RMSEA	<.05	.322
PCLOSE	>.05	.000

Figure 3. Test of Hypothesized Model 3

Figure 4 presents the results of Hypothesized Model 4. Based on the results, a total of 85 percent of the variance of teacher empowerment is explained by the combined influence of collaboration and advocacy. Moreover, collaboration and advocacy explain 40 percent of the variance of caring. Meanwhile, the caring and advocacy significantly predict teacher empowerment with beta values of .13 and .85, respectively. Furthermore, collaboration and advocacy have direct effect on caring with beta values of .33 and .53, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of teacher empowerment.

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	79.069
P-value	>.05	.000
NFI	>.95	.870
TLI	>.95	.612
CFI	>.95	.871
GFI	>.95	.836
RMSEA	<.05	.442
PCLOSE	>.05	.000

Figure 4. Test of Hypothesized Model 4

Best Fit Model of Teacher Empowerment

The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 86 percent of the variance of teacher empowerment is explained by the combined influence of caring and advocacy. On the other hand, a total of 50 percent of the caring can be attributed to collaboration and advocacy. Furthermore, the model illustrates the relationship of collaboration and advocacy (r=.57, p>.05), and the direct effect of collaboration and advocacy on caring with beta values of .30 and .49, respectively. On the other hand, it shows the direct effect of caring and advocacy on teacher empowerment with beta values of .14 and .83.
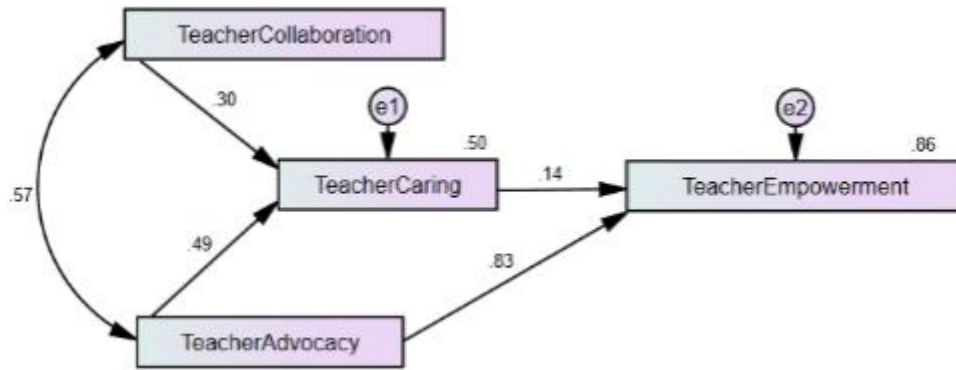
Figure 10. Test of Hypothesized Model 5

As shown in Table 7, all model fit value has successfully met the criteria set by each index (CMIN/DF=2.572 with its p-value >.05, (NFI, TLI, CFI, and GFI >.95), and RMSEA <.05 with a PCLOSE >.05. This means that the model fits well with the data which can be best explain the professional identity of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good and mediocre fit respectively, with P of close fir (PCLOSE) that is greater than 0.05.

Table 7

Goodness of fit measures of the Hypothesized Model 5

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	2.572
P-value	>.05	.000
NFI	>.95	.998
TLI	>.95	.992
CFI	>.95	.999
GFI	>.95	.971
RMSEA	<.05	.053
PCLOSE	>.05	.000

CONCLUSION

The teachers have high level of empowerment, collaboration, and caring while they have moderate level of advocacy. On the other hand, collaboration, caring and advocacy have significant relationship with teacher empowerment. Furthermore, only collaboration and caring were found to be significant predictors of teacher empowerment. Hence, advocacy does not predict empowerment of teachers. Model that has successfully met the criteria set by each index. This means that the models fit well with the data which can best explain the empowerment of teachers.

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