

ADMINISTRATIVE SUPPORT AND TEACHER EMPOWERMENT AMONG TESDA DIPLOMA PROGRAM INSTRUCTORS OF ANDRES SORIANO COLLEGES OF BISLIG: A DESCRIPTIVE- CORRELATIONAL STUDY

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ABSTRACT

This study examined the relationship between administrative support and teacher empowerment among TESDA Diploma Program instructors of Andres Soriano Colleges of Bislig (ASCB), a private higher education institution in Bislig City, Philippines. Anchored on Organizational Support Theory, the Job Demands-Resources framework, and structural-psychological empowerment theory, the research explored how organizational climate - specifically deviant behavior, subjective unsafety, and school well-being - relates to instructors' empowerment in terms of decision making, professional growth, status, self-efficacy, autonomy, and impact. Using a quantitative descriptive-correlational design, data were gathered from 48 TESDA Diploma Program instructors through two standardized instruments: an adapted Organizational Climate Questionnaire (OCQ) based on the School Climate Questionnaire, and the School Participant Empowerment Scale (SPES). Descriptive statistics, Pearson's correlation coefficient, and multiple linear regression were employed. Findings revealed a generally favorable organizational climate: deviant behavior was rated moderate ($M = 2.72$), subjective unsafety low ($M = 1.95$), and school well-being very high ($M = 4.29$). Teacher empowerment was high overall ($M = 3.99$), with very high professional growth ($M = 4.24$). School well-being showed a moderate, positive, and statistically significant relationship with teacher empowerment ($r = 0.40$, $p = 0.01$), while deviant behavior and subjective unsafety had weak, non-significant relationships. Regression results indicated that school well-being was the only significant positive predictor of teacher empowerment ($B = 0.36$, $p = 0.008$), explaining about 16% of the variance. Findings highlight the importance of sustaining a collegial and supportive climate to strengthen empowerment and TESDA-linked instructional delivery.

Keyword: Administrative support; Teacher empowerment; TESDA Diploma Programs; TVET; Organizational climate; Andres Soriano Colleges of Bislig

1. INTRODUCTION

Teacher shortages, low morale, and rising workload pressures continue to undermine instructional quality worldwide, particularly in highly technical fields such as Technical and Vocational Education and Training (TVET). UNESCO reported that the world will need almost 44 million additional teachers by 2030 to meet Sustainable Development Goal 4, with 4.1 million more basic education teachers already needed as of 2022 (UNESCO, 2024; UNESCO Institute for Statistics, 2023). International analyses show that teachers frequently identify limited administrative support, insufficient professional development, and exclusion from decision-making as major sources of stress, disengagement, and reduced instructional effectiveness—conditions that directly weaken teacher empowerment and overall teaching quality (OECD, 2020; UNESCO-UNEVOC, 2023).

Globally, concerns about teacher support and empowerment are closely tied to the perceived status of the profession and the increasing demands placed on educators. Findings from the OECD Teaching and Learning International Survey (TALIS) revealed that only 26% of lower secondary teachers believe their profession is valued in society, reflecting persistent challenges in recognition and morale (OECD, 2020). At the same time, TVET teachers are expected to lead innovation in digitalization, green skills, and work-based learning, yet many report limited access to technologically relevant training or institutional support for these expanded roles (UNESCO-UNEVOC, 2020; UNESCO-UNEVOC, 2023). As a result, global TVET reforms often outpace the actual support structures available to teachers on the ground.

Within the ASEAN region, TVET systems face mounting pressure to respond to Industry 4.0 and rapidly changing labor-market demands. Employers across Cambodia, Lao PDR, Myanmar, the Philippines, and Viet Nam have expressed low satisfaction with TVET graduates' technical and soft skills, signaling weaknesses in curriculum delivery and instructional capacity (Asian Development Bank, 2021). ASEAN reports also highlight persistent issues such as outdated training equipment, fragmented governance, and limited budgets for faculty development—factors that constrain teacher readiness and program innovation. These conditions underscore the need for stronger institutional support and empowerment structures so teachers can adapt to technological and industry shifts.

In the Philippines, TVET expansion through TESDA's competency-based programs and the K to 12 curriculum has broadened access to technical education, yet significant concerns remain regarding program quality and instructional delivery. National evaluations identify recurring issues such as shortages of qualified trainers, uneven access to industry-relevant professional development, and misalignment between training delivery and employment requirements (TESDA, 2020; UNESCO-UNEVOC, 2023). Although many Filipino TVET graduates obtain positive employment outcomes, gaps persist in digital readiness, curriculum contextualization, and instructor capability—areas directly shaped by administrative leadership and teacher empowerment. Recent studies also show that teacher capacity to innovate in the Philippine setting is strongly influenced by the presence of supportive leadership, collegial collaboration, and opportunities for participatory decision-making (Esrubio & Sarsale, 2024).

In Mindanao, where TVET is viewed as a key driver of inclusive development and peacebuilding, institutional disparities further intensify the need for strengthened administrative support. TESDA's Mindanao TVET Brief documents higher poverty incidence and lower labor-force participation in several provinces, positioning TVET as a critical strategy for improving livelihood opportunities (TESDA, 2020). A regional participatory action research involving 197 faculty members from DepEd, TVET institutions, and higher education institutions in Davao Oriental found that faculty technology-related teaching competencies were only at a moderate level, with 82% reporting no relevant professional development in technology research within the previous five years (Discover Education, 2025). These findings highlight the urgent need for sustained faculty development, collaborative leadership, and organizational support structures to enhance instructional quality across Mindanao.

Despite global, regional, and national efforts to strengthen TVET, there remains a clear research gap: very few empirical studies directly examine how administrative support influences teacher empowerment within TESDA-aligned Diploma Programs in private higher education institutions, particularly in Mindanao. Most available studies focus on general instructional performance, teacher competence, or TVET system-level challenges, with limited attention to how organizational climate—especially dimensions such as deviant behavior, subjective unsafety, and school well-being—predict teacher empowerment. In the context of Andres Soriano Colleges of Bislig (ASCB), where TESDA Diploma Programs significantly contribute to local workforce preparation, addressing this gap is essential. This study therefore examines the relationship between administrative support and teacher empowerment among TESDA Diploma Program instructors at ASCB as a basis for enhancing TESDA-linked instructional delivery.

2. METHODOLOGY

2.1 Research Design

The study employed a quantitative descriptive-correlational design to (a) describe the levels of administrative support and teacher empowerment and (b) determine the relationships and predictive influence of administrative support dimensions on teacher empowerment among TESDA Diploma Program instructors.

2.2 Research Locale

The study was conducted at Andres Soriano Colleges of Bislig (ASCB), a private non-sectarian institution in Bislig City, Surigao del Sur, Philippines, offering TESDA-recognized Diploma Programs under its TVET Department.

2.3 Respondents and Sampling

Respondents consisted of all instructors handling TESDA Diploma Program courses in ASCB during the study. Given the manageable population, total enumeration was used ($N = 48$).

Table 1. Distribution of Respondents (Matrix)

Group	Population	Sample
Instructors teaching in TESDA Diploma Programs	48	48

2.4 Research Instruments

Two standardized instruments were used: (a) an adapted Organizational Climate Questionnaire (OCQ) based on the School Climate Questionnaire (Bochaver et al., 2022) measuring deviant behavior (7 items), subjective unsafety (8 items), and school well-being (7 items); and (b) the School Participant Empowerment Scale (SPES) (Short & Rinehart, 1992) measuring decision making, professional growth, status, self-efficacy, autonomy, and impact (38 items). All items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

2.5 Validity and Reliability

Content validation was conducted by a panel of three experts in TVET, educational leadership, and research. Pilot testing with TESDA/TVET instructors from a comparable institution yielded high internal consistency. Cronbach's alpha values for the adapted OCQ were 0.88 (Deviant Behavior), 0.90 (Subjective Unsafety), and 0.91 (School

Well-Being). For the adapted SPES, alpha coefficients ranged from 0.86 to 0.91 across subscales, with an overall scale reliability of 0.95.

2.6 Data Gathering Procedure

Permission to conduct the study was secured from the institution. The researcher administered the questionnaires to TESDA Diploma Program instructors on campus, explained the purpose of the study, and assured confidentiality and voluntary participation. Completed questionnaires were retrieved, checked for completeness, coded for anonymity, and encoded for analysis.

2.7 Statistical Treatment

Mean and standard deviation were computed to describe levels of administrative support and teacher empowerment. Pearson product-moment correlation was used to test relationships between administrative support dimensions and teacher empowerment, and multiple linear regression was used to determine which administrative support dimensions significantly predict teacher empowerment. Statistical tests were interpreted at $\alpha = 0.05$.

3. RESULTS AND DISCUSSION

3.1 Level of Administrative Support

Administrative support was assessed in terms of deviant behavior, subjective unsafety, and school well-being. As shown in Table 2, instructors reported moderate levels of deviant behavior ($M = 2.72$), low subjective unsafety ($M = 1.95$), and very high school well-being ($M = 4.29$). The pattern suggests that while some norm-violating behaviors may occur, instructors generally experience a safe, collegial, and supportive working environment. Similar studies note that strong school well-being and collegial support are associated with healthier organizational climates and improved teacher outcomes (Bochaver et al., 2022; Ali, 2022; Shi et al., 2022).

Table 2. Level of Administrative Support ($n = 48$) (Matrix)

OCQ Dimension	Mean	Description
Deviant Behavior	2.72	Moderate
Subjective Unsafety	1.95	Low
School Well-Being	4.29	Very High

3.2 Level of Teacher Empowerment

Teacher empowerment was assessed across six SPES dimensions. As shown in Table 3, overall empowerment was high ($M = 3.99$). Professional growth received the highest rating ($M = 4.24$, very high), indicating strong perceptions of learning and development opportunities. Self-efficacy ($M = 4.16$), autonomy ($M = 4.09$), and status ($M = 4.09$) were also high, suggesting confidence in teaching and professional recognition. Decision making obtained the lowest mean ($M = 3.59$) but remained high, indicating that participation in institutional decisions is an area that can be strengthened. These patterns are consistent with research linking empowerment and professional growth to teacher commitment and engagement (Ahrari et al., 2021; Tindowen, 2019; Bogler & Somech, 2004).

Table 3. Level of Teacher Empowerment ($n = 48$) (Matrix)

SPES Dimension	Mean	Description
Decision Making	3.59	High
Professional Growth	4.24	Very High
Status	4.09	High
Self-Efficacy	4.16	High
Autonomy	4.09	High
Impact	3.91	High
Overall Empowerment	3.99	High

3.3 Relationship Between Administrative Support and Teacher Empowerment

Pearson correlation results (Table 4) showed that school well-being had a moderate positive and statistically significant relationship with teacher empowerment ($r = 0.40$, $p = 0.01$). This indicates that instructors who perceive a more supportive, caring, and collegial environment also report higher empowerment. Deviant behavior and subjective unsafety had weak, negative, and non-significant relationships with empowerment, which may reflect their relatively low levels and limited variability in this sample. Overall, the findings suggest that positive climate qualities - particularly school well-being - matter more for empowerment than the absence of negative climate indicators alone (Jiang et al., 2019; Shi et al., 2022; Bogler & Nir, 2012).

Table 4. Correlation Between Administrative Support and Teacher Empowerment ($n = 48$) (Matrix)

OCQ Dimension	r	p	Interpretation
Deviant Behavior	-0.11	0.44	Weak, not significant
Subjective Unsafety	-0.09	0.56	Weak, not significant
School Well-Being	0.40	0.01*	Moderate positive, significant at $\alpha = 0.05$

3.4 Predictive Influence of Administrative Support Dimensions on Teacher Empowerment

Multiple linear regression results (Table 5) indicated that the model explained about 16% of the variance in teacher empowerment ($R^2 = 0.160$). Among the three administrative support dimensions, school well-being emerged as the only significant positive predictor ($B = 0.36$, $p = 0.008$). This implies that strengthening collegiality, recognition, and supportive leadership practices is likely to yield the greatest gains in empowerment among TESDA Diploma Program instructors.

Table 5. Regression of Teacher Empowerment on Administrative Support Dimensions ($n = 48$) (Matrix)

Predictor	B	t	p	Interpretation
Deviant Behavior	-0.04	-0.41	0.69	Not a significant

				predictor
Subjective Unsafety	0.04	0.41	0.68	Not a significant predictor
School Well-Being	0.36	2.77	0.008*	Significant positive predictor
Model R ²	0.160			About 16% of variance explained

4. CONCLUSIONS

TESDA Diploma Program instructors of ASCB perceived a generally favorable organizational climate, characterized by moderate deviant behavior, low subjective unsafety, and very high school well-being. Teacher empowerment was high overall, strongest in professional growth, self-efficacy, autonomy, status, and impact, while participatory decision making was comparatively lower. School well-being was the only administrative support dimension that demonstrated a significant positive relationship with teacher empowerment and emerged as a significant predictor, underscoring the importance of maintaining a collegial and supportive institutional environment to strengthen instructor empowerment and TESDA-linked instructional delivery.

5. RECOMMENDATIONS

- For institutional leadership: sustain and strengthen initiatives that promote school well-being, including open communication, collegial collaboration, mentoring, and recognition of instructors' contributions.
- Expand structured opportunities for instructor participation in decision making (e.g., program-level committees, consultative meetings, and feedback mechanisms) to strengthen shared governance in TESDA Diploma Programs.
- Institutionalize periodic climate and empowerment assessments to monitor deviant behavior, subjective unsafety, and well-being and to inform leadership development and program improvement.
- For instructors: continue engaging in professional development and collaborative work that enhances self-efficacy, autonomy, and impact, and actively participate in school-based committees and planning activities.
- For TESDA and other stakeholders: use evidence from institutional studies to guide support mechanisms for TVET instructors, with emphasis on school well-being and empowerment as levers for quality TESDA-linked delivery.

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