



# Teacher Empowerment Practices in Laak North District: Stance of Grade Level Heads

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**Abstract**— This phenomenological inquiry explored the lived experiences of grade level head teachers on teacher empowerment in Laak North District, Division of Davao de Oro. In exploring the experiences of the ten participants, I employed the qualitative – phenomenological study of which primary instrument of data gathering was through in- depth interview. Results revealed that on experiences of teachers as empowered teacher-leaders in the school collaborative professional development, the major themes were teacher autonomy and decision-making, and teacher leadership and advocacy. Likewise, on their coping mechanisms adopted, the major themes were resilience and stress management, balancing leadership and teaching, and professional development and support networks. Finally, on the insights of participants, the major themes were teacher-leader identity and impact, collaborative leadership and change management, and student-centered approaches and educational innovation. It implies professional development initiatives, teacher evaluation and feedback, school leadership and culture, policy development and implementation, student outcomes, teacher retention and satisfaction, teacher preparation programs, and parent and community engagement. By delving into these research implications, scholars and practitioners can contribute to a deeper understanding of teacher empowerment and its potential to improve educational outcomes and create more supportive and effective learning environments.

**Index Terms**— teacher empowerment practices, grade level heads, Davao de Oro, Philippines.

## 1. Introduction

Teachers nowadays are more capable of meeting the requirements of their students because of the variety of materials at their disposal. As a result, they are able to be creative and adaptable in the classroom. However, not everyone had access to these opportunities to expand their horizons. Although some grade-level leaders grow into their roles with experience, others struggle to learn what they need to know to fulfill their responsibilities as school leaders.

Globally, teachers at the department level, including the grade heads, work together to establish and pursue educational objectives. Grade heads must be equipped with the leadership skills essential to fulfill these responsibilities effectively (UNESCO, 2019). Certain Thai grade heads in Thailand were found to be inefficient problem-solvers and contributors to a culture of learning, according to a recent study (Kulophas & Hallinger, 2021). Students go on their principals for guidance

rather than taking the initiative to find solutions to issues at school. Similarly, in Malaysian schools, grade head teachers are given the authority to identify issues and implement solutions on their own level, despite the fact that some of them have failed to contextualize the circumstances in an acceptable manner (Sampat, 2020).

In the Philippines, a study of Ganiban et al. (2019) emphasized that the empowerment of teachers within the context of the educational environment is an essential component to the achievement of success in the pursuit of the institution's goal and vision. In addition, educators who have the ability to make decisions on their own behalf have the potential to innovate in order to overcome the limits of the current educational system, raise educational standards, and turn students into well-rounded members of society. In addition, educators who are given more autonomy report higher levels of job satisfaction and report feeling more honored to be in the "noblest profession." Further, some grade head teachers in Antique have a hard time striking a balance between administrative and teaching responsibilities, therefore it's important that they develop the management abilities stated in the performance requirements (Songcayawon,2022).

Similar scenario is faced by grade level heads in Laak North District, Division of Davao de Oro. Since there are so many administrative tasks, they have had trouble prioritizing their time properly. As teachers often have to depend on their own knowledge and experience to handle problems, it is important to provide them with appropriate training on how to do so. They also said that, as he is new with the challenges, he sometimes asks about the procedures of other grade head teachers.

I have not come across a study that dealt on the experience of grade level head teachers in terms of teacher empowerment as leaders in the school. The study of Kang et al. (2022) results from a panel survey of all North Carolina public school teachers show that responsive leadership is the most important factor for empowering people. However, other organizational factors, such as organizational type, structure, size, and past performance, also explain a lot of variation in empowerment. In a related study, Abdurahman and Omar (2021) found that grade head teachers need to improve their technical, human, and administrative skills through executive training to keep up with changes in education. This study concentrates on the real-world experiences of grade-level head teachers as educational leaders

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and includes discussions of their experiences and encountered problems. This will also include their strategy for addressing the issue in order to accomplish their duties more effectively.

It is important to highlight the role that grade head teachers play in contributing to the success of the school. This research may serve as a reference for grade head teachers and school heads on responsive leadership, which is important to successfully traverse the process of reacting during times of crisis or challenges experienced at the school-level. This will result in a greater understanding of the situation's context as seen through the eyes of the grade head teachers, which the Department of Education (DepEd) may then utilize as a foundation for beginning leadership and professional development programs. In a similar vein, this is helpful for teachers and head teachers of grades since it serves as training for them to take on roles at higher levels of administration when they are promoted.

## 2. Purpose of the Study

The purpose of this phenomenological study was to explore and understand the lived experiences of grade level head teachers on teacher empowerment in Laak North District, Division of Davao de Oro. This also probed their coping mechanisms from the challenges they encountered, and their insights drawn from the findings of this study.

At this stage of research, the experiences of grade level head teachers were generally defined as their challenging and positive experiences relative to teacher empowerment being considered as education leaders in the school. Teacher empowerment is crucial for teachers because it supports their professional growth, job satisfaction, and effectiveness in the classroom. It also benefits students by promoting effective teaching practices and individualized instruction. Ultimately, empowered teachers are better positioned to contribute positively to the education system and the success of their students.

### A. Research Questions

This study aimed to explore the experiences of the grade level head teachers on teacher empowerment in Laak North District, Division of Davao de Oro. Specifically, this study sought answers to the following research questions:

1. What are the experiences of grade level head teachers as empowered teacher-leaders in the school?
2. How do the grade level head teachers cope with the challenges they encountered as empowered teacher-leaders in the school?
3. What insights can be drawn from the experiences of grade level head teachers that can be shared with others?

## 3. Methods

This study employed qualitative methodology. Qualitative research utilized descriptive data to assist in the study of phenomena about which little was known. Social and cultural phenomena were observed qualitatively through the emotions, thoughts, and actions of society (Creswell, 2015). This study

concentrated on interviewing grade-level head teachers to collect descriptive data sources regarding their roles as educational leaders in schools. To clarify how they were empowered as educational leaders in school, a qualitative study was conducted, and data were obtained through interviews.

In this study, qualitative research focused on the experiences, coping strategies, and insights of grade level head teachers as empowered educational leaders. To understand, analyze, interpret, and describe the experiences of teachers in teacher empowerment, including their ability to set aside biases and preconceptions about human experiences, emotions, and responses, it was necessary to collect all pertinent data.

I followed certain criteria in selecting the participants such as: (a) the participants had to hold a permanent position at least Teacher I in public elementary schools at Laak North District, Division of Davao de Oro; (b) they had to be assigned as grade level heads; (c) these teachers had to have experienced various challenges as empowered educational leaders in the school; (d) they were composed of either male or female teachers; and (e) they were not members of any ethnic minority or Indigenous People (IP) group and were willing to participate in this study. Additionally, these ten participants were chosen for in-depth interviews, and this number was already sufficient to provide information for the opportunity to identify and generate the themes.

The step of data analysis in qualitative research was crucial, since it included the transformation of gathered information into useful insights and knowledge. Quantitative research used numerical data and statistical methodologies, whereas qualitative research dealt with complex and contextually rich data obtained from interviews, observations, texts, and other sources. The method of data analysis in this field was characterized by its dynamic and iterative nature. It included exploring narratives, themes, and patterns that were present in the obtained data. The process included methodical coding, interpretation, and the establishment of a logical and genuine comprehension of the study issue. The procedure required a subtle and sophisticated approach in order to acknowledge the complex and varied character of human experiences and viewpoints, eventually leading to a thorough and profound understanding of the phenomena being studied (Akinyode & Khan, 2018). This research focuses on the use of data coding and theme analysis.

Data coding played a crucial role in this study's qualitative research, allowing researchers to convert unstructured data into relevant and ordered findings. The technique included in this study enables researchers to uncover the underlying narratives and themes within the data, using a dynamic and interpretive approach. Thematic analysis, a frequently used qualitative research tool, is valuable for comprehending intricate data by recognizing patterns and themes. The technique provided a methodical and adaptable framework, making it appropriate for a diverse array of research inquiries and situations. Thematic analysis was crucial in qualitative research, since it uncovered the profound and abundant characteristics present in qualitative data.

#### 4. Results and Discussions

##### A. Experiences of Grade Level Head Teachers as Empowered Teacher-Leaders in the School

After analyzing the responses of the participants about their experiences as grade level heads on teacher empowerment, certainly, here are three major themes related to the experiences of teacher-leaders on teacher empowerment: collaborative professional development, teacher autonomy and decision-making, and teacher leadership and advocacy.

###### 1) Collaborative Professional Development

Teacher-leaders play a pivotal role in shaping the professional development landscape within schools and districts. Their experiences in facilitating collaborative workshops and fostering communities of practice have a profound impact on teacher empowerment. In this context, we delve into the ways in which teacher-leaders empower their peers through knowledge sharing, skill-building, and the cultivation of a culture of continuous learning.

The ability to connect with other teachers and the responsibilities they play in the school is one of the benefits of educational leadership. Examples of this include grade head teachers (Bush, 2020).

In order to perform their roles as educational leaders while having less power than school administrators, grade head teachers must maintain continual communication with the teachers working in their respective departments. In a similar manner, they become a contributing member that supports collaborative school culture as a result of the fact that they urge teachers in their department to assist the school in accomplishing its educational objectives (Lin *et al.*, 2018).

###### 2) Teacher Autonomy and Decision-Making

Teacher empowerment is closely tied to the autonomy and decision-making abilities granted to educators in their classrooms. Teacher-leaders often spearhead initiatives that provide teachers with the latitude to make instructional choices and influence curriculum design. In this theme, we explore how teacher-leaders' experiences in promoting autonomy empower teachers to personalize instruction and make data-informed decisions that positively affect student learning outcomes.

The research conducted by Ganiban *et al.* (2019) highlighted the crucial role of empowering instructors in the educational setting for achieving success in the institution's goals and vision. Furthermore, educators with autonomy have the capacity to engage in innovative practices to surpass the constraints of the existing educational system, enhance educational benchmarks, and cultivate students into individuals with comprehensive skills and qualities necessary for active participation in society. Furthermore, educators who are granted greater autonomy express elevated levels of work satisfaction and a heightened sense of being esteemed in their role as part of the "most noble profession." Moreover, some grade head teachers in Antique have difficulties in effectively managing both administrative and instructional duties. Hence, it is crucial for them to cultivate the management skills outlined in the performance standards (Songcayawon, 2022).

According to Bogler and Nir (2015), empowerment implies

actual changes in a person's professional competence, increasing autonomy, and participation in decision-making processes. Similarly, Kimwarye *et al.* (2014) assert that an emancipated person possesses the skills and knowledge to act or develop positively. Teachers develop their own competence and self-discover their potential and limitations through empowerment.

###### 3) Teacher Leadership and Advocacy

Teacher-leadership extends beyond the classroom as educators take on roles that advocate for policies, mentorship, and coaching. These experiences empower teachers to influence systemic changes, shape educational policies, and guide the professional growth of their colleagues. In this theme, we delve into the ways teacher-leaders' advocacy and mentorship roles contribute to teacher empowerment, ultimately strengthening the teaching profession and enhancing the educational experience for students.

Internationally, educators at the department level, including the leaders of grade levels, collaborate to define and strive towards educational goals. Grade heads must possess the necessary leadership abilities in order to successfully carry out these obligations (UNESCO, 2019).

Recent research (Kulophas & Hallinger, 2021) revealed that certain Thai grade heads in Thailand lack problem-solving skills and hinder the development of a learning culture. Students rely on their administrators for direction instead of proactively seeking answers to school-related concerns. In Malaysian schools, grade head teachers are granted the power to recognize problems and execute remedies at their own level, even if some of them have been unsuccessful in properly understanding the conditions (Sampat, 2020).

##### B. Coping Mechanisms of Teachers as Empowered Teacher-Leaders in the School

After analyzing the responses of the participants about the coping mechanisms of teachers being empowered teacher-leaders in the school, the following three themes emerged were resilience and stress management, balancing leadership and teaching, and professional development and support networks. These three themes collectively shed light on the coping mechanisms of teachers as they navigate the complex landscape of empowered teacher-leadership in schools. By understanding how teacher-leaders cope with their responsibilities and challenges, we can gain insights into how to better support and facilitate their crucial roles in the education system.

###### 1) Resilience and Stress Management

Coping with the demands of being an empowered teacher-leader is a multifaceted challenge that often requires resilience and effective stress management strategies. As teachers take on leadership roles within their schools, they encounter increased responsibilities, additional tasks, and higher expectations. In this theme, we delve into the coping mechanisms employed by teacher-leaders to maintain their well-being, navigate stressors, and sustain their effectiveness both in the classroom and in leadership roles.

Because of its positive associations with a number of work-related outcomes for teachers, such as teaching quality and

innovation, teacher leadership, job satisfaction, organizational commitment, and professional commitment, which could further impact classroom improvement and school effectiveness, the concept of teacher empowerment is receiving a growing amount of attention from researchers and practitioners in various educational contexts (Bogler & Somech, 2019; Dee et al., 2013).

Teacher empowerment concerns arose. First, past teacher empowerment research examined teachers' work setting social structural impacts and psychological functioning separately (Sagnak, 2012). Hence, the link between social structure and psychological empowerment, especially school leaders' empowering behaviors and teachers' psychological empowerment, is understudied.

## 2) *Balancing Leadership and Teaching*

Striking a balance between leadership responsibilities and classroom teaching is a delicate juggling act that empowered teacher-leaders face daily. This theme explores the coping strategies teacher-leaders use to effectively manage their dual roles. We investigate how they allocate their time, prioritize tasks, and adapt their teaching approaches to ensure that both their leadership and instructional duties are executed successfully.

The findings of Tannehill and MacPhail (2017) highlight the support these teachers provide one another, the empowerment they developed to address issues posed by their challenging work situations (e.g., limited facilities, low economic conditions, students with challenging behavior), and the motivation that being part of a community afforded them to persevere in teaching in challenging settings. This research is ongoing as we continue to explore and investigate how the same group of teachers is able to maintain the work of their community, reinvent themselves, transition from the conclusion of one phase to the beginning of a new one, and influence student learning.

In a similar manner, grade head teachers make important contributions toward the formation of an organizational culture that is essential to the delivery of high-quality instruction (World Bank, 2018). They are able to contribute to the provision of educational materials and activities that are necessary for each student. This affords individuals the ability to think creatively and be flexible in the approaches they take to issue resolution, which is facilitated by the situation. As a result, the role of grade head teachers as educational leaders is essential in the process of establishing equality and fairness in schools (Spillane et al., 2019).

## 3) *Professional Development and Support Networks*

Coping with the challenges of teacher leadership often relies on continuous professional growth and strong support networks. In this theme, we explore how empowered teacher-leaders engage with professional development opportunities and leverage support networks to enhance their skills, knowledge, and resilience. Additionally, we examine the role of school leadership and the broader educational community in providing the necessary structures for teacher-leaders to cope and thrive in their multifaceted roles.

Given the principal's positional authority and the close

working relationship between individual teachers and their immediate supervisors in day-to-day school practice, teachers' psychological empowerment and work-related outcomes may depend on how they perceive and interpret their principal's and supervisor's empowering behaviors (Lee & Nie, 2014). This shows an empirical necessity to distinguish between teachers' views of principal's and immediate supervisor's empowering behaviors and specifically describe their distinct and combined effects on psychological empowerment and work-related results.

Teacher empowerment, as a process that enables teachers' intrinsic motivation and brings out their innate potential, is of critical importance in modern times. However, the teacher empowerment construct in existing education literature originated in the west, and its dimensions are aligned to the western cultural scenario. The study concluded that teacher empowerment is relevant to non-western contexts, only if it is adapted to the contextual cultures. Finally, this study asserted that teacher empowerment is a self-driven phenomenon, and that the contextual culture decided the nature and extent of empowerment that can possibly take place in a particular setting (Thomas, 2017).

## C. *Insights of Teachers as Empowered Teacher-Leaders in the School*

After analyzing the responses of the participants about their insights as teacher-leaders in the school, the following were the emergent themes namely, teacher-leader identity and impact, collaborative leadership and change management, and student-centered approaches and educational innovation. These three themes collectively offer a comprehensive view of the insights and perspectives of teachers as empowered teacher-leaders in the school. By examining their identities, collaborative efforts, and contributions to student-centered education, we gain a deeper understanding of the transformative potential they hold within the educational landscape.

### 1) *Teacher-Leader Identity and Impact*

Exploring the insights of teachers as empowered teacher-leaders within schools unveils a multifaceted landscape of professional growth and influence. This theme delves into how educators perceive their evolving roles and the impact they have on both the school community and student outcomes. It examines the development of teacher-leader identities and the ways in which these identities shape their actions, decisions, and aspirations within the educational setting.

In recent times, there has been a growing emphasis on issues pertaining to the professional development of teacher leaders (TLs). However, there remains a significant amount to discover in this area. As part of a broader study, the primary objective of this research was to gain insights into how individuals engaged in teacher leadership and how this participation, along with their identities, influenced and were influenced by communities of practice. Based on our findings, it was observed that a robust, or "thick," teacher leader identity, deeply integrated into one's sense of self, may be more desirable than a superficial, or "thin," teacher leader identity where one only perceives themselves as a TL sporadically when called upon to lead. These insights hold

implications for the development of theories and professional development programs related to teacher leadership (Wenner & Campbell, 2018).

Recent research findings revealed that more than half of departing teachers did so due to dissatisfaction, with two cited reasons being a lack of advancement opportunities and insufficient administrative support. To tackle this concerning trend in teacher attrition, many school districts, foundations, federal funding agencies, and educators are directing their efforts toward the cultivation of teacher leaders. However, when inquiring about the distinctive qualities that set teacher leaders apart from their peers, the responses vary widely, reflecting the diversity of perspectives among respondents. Further investigations into the perspectives of two teacher leaders yield additional insights into their self-concept and roles. The primary objective was to provide valuable insights for the design of effective systems and frameworks to nurture and bolster teacher leadership. In conclusion, specific recommendations are offered for districts and academics interested in establishing teacher leader programs, along with suggested areas for future research exploration (Feller Jr, 2020).

### 2) *Collaborative Leadership and Change Management*

Empowered teacher-leaders often find themselves at the forefront of collaborative leadership efforts and change management initiatives within their schools. This theme explores the insights of teacher-leaders regarding their experiences in fostering a culture of collaboration, influencing educational policies, and leading transformative changes. It delves into the challenges they encounter, the strategies they employ, and the outcomes they achieve in their pursuit of meaningful change.

Likewise, the results indicated that change-oriented leadership exerts a favorable and statistically significant direct influence on planned change. Moreover, it has a positive and statistically significant indirect impact on both planned change and emergent change. Additionally, hierarchical culture was found to have a direct and positive impact on both planned and emergent change management within the public-sector service organizations of the UAE. In light of these research findings, the role played by hierarchical culture in driving change within UAE public-sector organizations offers fresh and substantial insights to the existing literature on organizational culture, particularly concerning issues related to change management and the challenges faced by these entities (Al-Ali *et al.*, 2017).

Likewise, the article extensively explored the role of leadership style in the management of organizational change. Through a comprehensive review of the literature, it becomes evident that there exist numerous leadership styles that can effectively facilitate the processes of change management. These styles span from authoritative and transformational leadership to laissez-faire, servant leadership, transactional leadership, democratic leadership, strategic leadership, bureaucratic leadership, consultative leadership, and participative leadership. Moreover, the research underscores the critical role that leadership plays in driving positive transformations within organizations. Leadership, in this context, refers to the capacity of leaders to guide and direct

employees toward achieving organizational objectives. It is apparent that leadership has evolved into a fundamental component for achieving successful change within any organization, especially in the face of persistent challenges in today's highly competitive market environment (Mansaray, 2019).

### 3) *Student-Centered Approaches and Educational Innovation*

Teacher empowerment often results in a heightened emphasis on student-centered approaches and educational innovation. This theme delves into the insights of teacher-leaders regarding their roles in championing practices that prioritize individualized learning, engagement, and holistic student development. It explores their experiences in implementing innovative teaching methods, leveraging technology, and fostering a culture of curiosity and growth among students.

In twenty-first-century STEM classrooms, both students and educators encounter significant challenges in preparing for higher education, careers, and active citizenship. To address these challenges, there has been a growing advocacy for student-centered instruction, leading to the emergence of numerous programs aimed at shaping and defining such educational contexts. However, there remains a need to develop effective strategies for supporting teachers as they transition into non-traditional teaching roles. The research questions in this study focused on understanding how teachers perceive themselves when implementing student-centered pedagogy, the obstacles they encounter as their roles and identities undergo transformation, and the ways in which they experience growth or resistance to change. Qualitative research was conducted at two urban secondary schools, capturing a wide range of experiences and responses from teachers participating in an innovative, student-centered STEM instructional program. The study sheds light on the diverse experiences and viewpoints of 13 STEM teachers, offering valuable insights into the opportunities and challenges that teachers encounter in student-centered classrooms (Keiler, 2018).

In summary, the results of this study reconfirm that those who introduce innovative pedagogical approaches often encounter a variety of challenges. Successfully addressing these challenges is crucial for progressing toward their intended educational objectives. Effectively addressing these challenges often entails adopting the "through—through" approach advocated by Trompenaars. This research makes several noteworthy contributions, including the application of cognitive mapping to identify these challenges. It also delineates thirteen distinct dilemmas that can be effectively managed by educational institutions and innovative educators. Additionally, the study articulates alternative methods for resolving these dilemmas. The findings have the potential to guide educators in selecting an appropriate course of action when they encounter dilemmas during the implementation of their innovations (Khan, 2018).

## 5. Implications and Future Directions

### A. Implications

Research implications on the topic of teacher empowerment in schools can provide valuable guidance for educators, policymakers, and researchers to enhance educational practices and policies.

It implies professional development initiatives. Investigate the most effective types of professional development programs that empower teachers to take on leadership roles. Explore the impact of ongoing professional development on teacher empowerment and its long-term effects on student outcomes.

Further, it signifies teacher evaluation and feedback. Examine how teacher evaluation systems can be redesigned to include teacher input, fostering a sense of ownership and empowerment. Research the role of constructive feedback in empowering teachers to continuously improve their instructional practices.

Likewise, it implies school leadership and culture. Investigate the relationship between school leadership styles and teacher empowerment, particularly how principals can create environments that encourage teacher leadership. Explore the influence of school culture on teacher empowerment, focusing on factors that promote collaboration, trust, and shared decision-making.

Also, indicates policy development and implementation. Analyze the impact of education policies on teacher empowerment, including how policy changes affect teachers' autonomy and decision-making. Examine the role of teacher unions and associations in advocating for policies that promote teacher empowerment.

It also has implications on student outcomes. Investigate the correlation between teacher empowerment and student achievement, including both academic and non-academic outcomes. Explore how teacher empowerment can contribute to reducing achievement gaps among diverse student populations.

Furthermore, it implies teacher retention and satisfaction. Examine the relationship between teacher empowerment and teacher job satisfaction, retention rates, and burnout prevention. Investigate the potential of teacher empowerment initiatives to attract and retain high-quality educators.

It also signifies teacher preparation programs. Investigate the integration of teacher empowerment concepts and practices into pre-service teacher education programs. Explore the long-term effects of teacher preparation programs that emphasize leadership and empowerment.

It also implies parent and community engagement. Examine the role of teacher empowerment in fostering positive relationships with parents and the community. Investigate the impact of community involvement in decision-making processes on teacher empowerment.

By delving into these research implications, scholars and practitioners can contribute to a deeper understanding of teacher empowerment and its potential to improve educational outcomes and create more supportive and effective learning environments.

### B. Future Directions of the Study

Future qualitative studies could delve into the intersectionality of teacher empowerment, considering how factors such as race, gender, socio-economic background, and teaching specialization influence teachers' experiences of empowerment. This approach would provide a more nuanced understanding of the unique challenges and opportunities faced by diverse groups of educators.

Likewise, with the increasing integration of technology in education, future research could investigate how digital tools and online platforms empower teachers. This includes exploring how technology facilitates collaborative decision-making, personalized professional development, and innovative teaching practices. It would be essential to examine the potential digital divides and challenges associated with technology-mediated empowerment.

Also, future research might explore the dynamics of teacher-student collaboration as a dimension of teacher empowerment. Investigating how teachers empower students to take ownership of their learning and participate in school decision-making processes could offer insights into the reciprocal relationship between teacher and student empowerment.

Exploring the connection between teacher empowerment and teacher well-being is an important avenue for future research. Qualitative inquiries could investigate how empowerment influences teacher job satisfaction, work-life balance, and mental health. Understanding these links is crucial for promoting sustainable teacher empowerment.

Moreover, future research might examine the role of teacher-parent partnerships in fostering teacher empowerment. Investigating how effective collaboration with parents and the community contributes to teacher autonomy and decision-making could provide insights into building stronger school-home connections.

Qualitative studies could engage in policy analysis to understand the impact of education policies on teacher empowerment. Researchers could also explore how teacher empowerment initiatives can inform policy development and advocate for teacher-centered policies at local, state, and national levels.

Given the transformative impact of the COVID-19 pandemic on education, future qualitative research could investigate how teacher empowerment initiatives have evolved in response to remote and hybrid teaching models. This research would shed light on the adaptability of empowerment strategies in times of crisis.

In sum, the future directions of qualitative studies on teacher empowerment in schools encompass a broad range of possibilities, from examining diverse teacher demographics to exploring the impact of emerging technologies. These studies will continue to contribute valuable insights into the complex and evolving landscape of teacher empowerment and its implications for education.

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