

# Psychological Empowerment and Professional Development as Predictors of Teacher Effectiveness Among Secondary School English Teachers

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## ABSTRACT

This study aimed at determining domains in psychological empowerment and professional development that significantly influence the teaching effectiveness among public secondary school English teachers. The non-experimental quantitative research was utilized in this study. There were 150 public secondary school English teachers with distinct range of working experiences and level of academic achievements, who participated in this study as respondents. The Mean, Pearson-r and Multiple Regression Analysis were used as the statistical tools employed for the interpretation of the data gathered. The results of the study revealed that the level of psychological empowerment, professional development, and teaching effectiveness was very high. Further, it was revealed in the study that psychological empowerment and professional development have significant relationship with teaching effectiveness among public secondary school English teachers. Furthermore, it was also revealed that professional development significantly influences teaching effectiveness while psychological empowerment has no significant influence on teaching effectiveness among English teachers.

## INTRODUCTION

Teaching effectiveness is a critical problem faced by English teachers (Adhikari, 2023). Notably, the ineffectiveness of teachers in teaching English is evident, as revealed in the study by Subramanian (2022). Furthermore, statistical data indicate that 53.25 percent of teachers are regarded as ineffective in teaching English, prompting serious concerns regarding the overall quality of education (Bezbaruah, 2021). Additionally, a study by Zolghadri and Mamaghani (2021) revealed ineffectiveness in teaching among language teachers. As cited in the study by Nahari et al. (2020), there is a low effectiveness in teaching among teachers. Similarly, low teaching effectiveness is linked to a lack of enthusiasm, highlighting its crucial role in teaching performance (Anand et al., 2019). Moreover, the study by Adhikari (2023) found that low teaching effectiveness stems from outdated curricula, poor training, insufficient supervision, and minimal ICT integration.

Globally, particularly in India, Nigeria, and Saudi Arabia, the ineffectiveness of English teachers in schools is a troubling issue among English language educators (Moore, 2024; Vivian, 2023; Alrashdi, 2024). Additionally, a concerning study by Bold et al. (2017) highlighted a significant problem of teaching ineffectiveness in English across Africa, revealing that only 16 percent of English teachers possess even the most basic knowledge of the language. Similarly, in Kenya, low effectiveness in teaching is evident in secondary schools (Koderu et al., 2019). In the Philippines, a study by Medallon and Martinez (2014) pointed out a troubling issue: the ineffectiveness of teachers has a direct negative impact on student motivation. This raises serious questions about the quality of education and its implications for student engagement and success. Furthermore, a study in Lanao Del Norte by Baroman and Quirap (2024) revealed low teaching effectiveness among teachers regarding principles and methods of teaching.

Recognizing the critical importance of teaching effectiveness among secondary school English teachers, a literature review was conducted to identify potential variables that may contribute to this dependent variable. Two variables emerged as significant contributors to the teaching effectiveness of English teachers:

psychological empowerment (Singh & Kaur, 2019) and professional development (Ayyoobi et al., 2016). However, there is a dearth of research that determines the combined influence of psychological empowerment and professional development on the teaching effectiveness of English teachers, revealing a methodological gap in the study. The literature also indicates a population gap, focusing on College English teachers (Zhang et al., 2022), mathematics teachers (Kumar, 2024), and elementary teachers (Singh & Raju, 2024), with limited research directed toward secondary school English teachers regarding psychological empowerment and professional development. Additionally, there is a research design gap, as previous studies have utilized qualitative and mixed methods approaches. Moreover, the researcher has not encountered any local studies, specifically in Davao Oriental, examining the influence of psychological empowerment and professional development on the teaching effectiveness of secondary school English teachers.

Consequently, there is a need for a local study to determine the significant influence of psychological empowerment and professional development on the teaching effectiveness of secondary school English teachers in Davao Oriental. The findings of such a study could serve as a basis for developing an action plan to enhance the teaching skills of English teachers and improve their effectiveness within the organization. This study may provide a valuable opportunity to create strategies aimed at increasing the effectiveness of English teachers in their teaching roles.

### **Statement of the Problem**

This study aimed to determine the significant relationship and influence of psychological empowerment and professional development on the teaching effectiveness of English teachers in Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the level of psychological empowerment of English teachers in terms of meaningfulness, competence, self-determination, and impact; the level of professional development in terms of thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, development of human resource, professional development; the level of teaching effectiveness in terms of English proficiency, pedagogical knowledge, and socio-affective skills.
2. To determine the significance of the correlation between psychological empowerment, professional development, and the teaching effectiveness among English teachers.
3. To determine if psychological empowerment and professional development significantly influence the teaching effectiveness among English teacher.

### **Null Hypotheses**

The following hypotheses will be tested at 0.05 level of significance:

1. There is no significant relationship between psychological empowerment, professional development, and teaching effectiveness of English teachers.
2. The psychological empowerment and professional development do not significantly influence the teaching effectiveness of English teachers.

### **Theoretical/Conceptual Framework**

This research was anchored on the Self-Determination Theory proposed by Deci and Ryan (1980), which highlights the importance of psychological needs in promoting personal development and well-being. This aligns closely with the ideas of psychological empowerment and professional growth. Additionally, teachers who feel empowered are more inclined to perceive themselves as competent and autonomous, which enhances their effectiveness in teaching. Teachers who participate in ongoing professional development are also likely to boost their self-efficacy, a key factor for successful teaching. Thus, this theory serves as an appropriate

framework, as it cultivates a supportive environment where teachers feel empowered and motivated to pursue professional development, ultimately leading to improved teaching effectiveness.

## METHODS

In this chapter, it discusses the research design, locale of the study, respondents, instruments, procedure for collecting the data, statistical tools, and ethical considerations.

### Research Design

This study utilized a quantitative research design, specifically the descriptive correlation method, to analyze relationships among variables without manipulation. According to Mohajan (2020), quantitative research is a systematic approach aimed at generating numerical data for analysis and drawing conclusions through hypothesis testing and examination of variable interactions. The study collected data from a large sample to apply statistical procedures for analysis. The descriptive correlational design, as noted by Bhandari (2021), will help the researcher assess the status of psychological empowerment and professional development in relation to teaching effectiveness among secondary school English teachers in Davao Oriental. Statistical tools were employed to determine the connections among the variables. This design was appropriate as it focuses on understanding the status and significant relationships among psychological empowerment, professional development, and teaching effectiveness in the specified context.

### Research Locale

The researcher conducted the study in the Province of Davao Oriental to determine the relationships among psychological empowerment, professional development, and teacher effectiveness among secondary school English teachers. Located in the Davao Region of Mindanao, Davao Oriental is bordered by Davao de Oro to the west and Agusan del Sur and Surigao del Sur to the north, with Mati as its capital. As the easternmost province in the Philippines, it faces the Philippine Sea and is known for its significant contributions to coconut and copra production, earning it the title of Coconut Capital of the Philippines.

### Sample and Sampling

The respondents in this study are English teachers from public secondary schools within the Division of Davao Oriental. The research utilized a complete enumeration approach, considering a total of 150 English teachers from various schools in the division. Additionally, the researcher adopted a complete enumeration method to ensure accuracy, as it examines every unit of the population before reaching any conclusions. To ensure consistency, the following criteria will be established: each respondent must be a public secondary school English teacher within the Division of Davao Oriental; each must have at least three years of teaching experience. Moreover, teachers with fewer than three years of experience, non-English teachers, and those not employed in public schools will not be eligible to participate in this study.

### Research Instrument

There were three sets of research instruments used in collecting the data from the target respondents. These questionnaires were adapted and modified to complete the questions and to suit the environment in which the study was conducted. These sets of questionnaires were validated in terms of content by a panel of experts and undergo pilot testing to determine the internal consistency of the items of the questionnaires.

**Psychological Empowerment.** The instrument was used in assessing the status of psychological empowerment among secondary school English teachers and will be adapted from Singh and Kaur (2019) with .855 Cronbach's Alpha reliability statistics of all indicators namely: meaningfulness, competence, self-determination, and impact.

Psychological Empowerment, as one of the independent variables of the study, was measured through its indicators. The scale below would be the basis for the quantification of the study.

Mean Range	Description	Interpretation
4.20-5.00	Very High	The psychological empowerment is always evident.
3.40-4.19	High	The psychological empowerment is often evident.
2.60-3.39	Moderate	The psychological empowerment is sometimes evident.
1.80-2.59	Low	The psychological empowerment is rarely evident.
1.00-1.79	Very Low	The psychological empowerment is never evident.

**Professional Development.** The tool was utilized in assessing the level of professional development among secondary school English teachers and will be adapted from Ayyoobi et al. (2016) with .88 with Cronbach's Alpha reliability statistics of all indicators namely: thematic knowledge, learning environment, cooperation, educational technology, research base, educational planning, evaluation, and development of human resource.

To determine the level of professional development, the mean scores were computed and analyzed using the following scale:

Mean Range	Description	Interpretation
4.20-5.00	Very High	The professional development is always manifested.
3.40-4.19	High	The professional development is often manifested.
2.60-3.39	Moderate	The professional development is sometimes manifested.
1.80-2.59	Low	The professional development is rarely manifested.
1.00-1.79	Very Low	The professional development is never manifested.

**Teacher Effectiveness.** The last research tool was used for the dependent variable which is the teacher effectiveness. This questionnaire consists of three indicators namely: English proficiency, pedagogical knowledge, and socio-affective skills which will be adapted by Lumbanraja and Reynoso (2019).

The mean was computed and analyzed using the succeeding scale to determine the level of teacher effectiveness among secondary school English teachers.

Mean Range	Description	Interpretation
4.20-5.00	Very High	The teacher effectiveness is always observed.
3.40-4.19	High	The teacher effectiveness is often observed.
2.60-3.39	Moderate	The teacher effectiveness is sometimes observed.
1.80-2.59	Low	The teacher effectiveness is rarely observed.
1.00-1.79	Very Low	The teacher effectiveness is never observed.

## Data Analysis

The gathered data were scrutinized and interpreted through applicable statistical treatment as follows: Mean,

it was utilized to determine the level of psychological empowerment, professional development and teacher effectiveness among secondary school English teachers. Standard Deviation, it was used to determine the variation in the responses of the respondents considering psychological empowerment, professional development, and teaching effectiveness. Pearson Product Moment Correlation (Pearson R), it was utilized to identify the significant relationship between psychological empowerment, professional development and teacher effectiveness among secondary school English teachers. Multiple Regression Analysis, it was used to

identify what domains in the psychological empowerment and professional development significantly influence teacher effectiveness.

## Ethical Considerations

It is necessary for the researcher to observe and follow full ethical considerations in the administration of the study. Therefore, to guarantee that the study was ethically conducted, it was appraised and assessed by Holy Cross of Davao College- SMILE in full board review aligned with the mandates of DOST-PHREB. Ethical considerations in research are crucial for ensuring the protection of participants' rights and well-being, as well as maintaining the integrity of the research process. Researchers prioritized informed consent form, ensuring that participants are fully aware of the nature of the study, any potential risks, and their right to withdraw at any time without penalty. Additionally, safeguarding the privacy and confidentiality of participants is essential, as it fosters trust and encourages honest participation. By adhering to these ethical principles, researchers not only enhance the validity of their findings but also contribute to the broader goal of advancing knowledge in a manner that respects human dignity and promotes societal welfare.

## RESULTS AND DISCUSSION

This chapter presents the findings and narrative presentation based on the data gathered. The presentation was organized based on the statement of the problem sequence in the first chapter.

**Table 1. Level of Psychological Empowerment, Professional Development, and Teaching Performance among Public Secondary School English Teachers**

Domains of Psychological Empowerment among Secondary English Teachers	Mean	SD	Descriptive Level
Meaningfulness	4.54	0.31	Very High
Competence	4.47	0.44	Very High
Self-determination	4.28	0.54	Very High
Impact	4.27	0.57	Very High
Category Mean	4.39	0.36	Very High
Domains of Professional Development among Secondary English Teachers			
Thematic Knowledge	4.56	0.38	Very High
Learning Environment	4.70	0.34	Very High
Cooperation	4.45	0.49	Very High
Educational Technology	4.44	0.44	Very High
Research Base	3.91	0.64	High
Educational Planning	4.60	0.43	Very High
Evaluation	4.43	0.50	Very High
Development of Human Resource	4.56	0.46	Very High
Category Mean	4.46	0.33	Very High
Domains of Teaching Effectiveness among Secondary English Teachers			
English Proficiency	4.46	0.45	Very High
Pedagogical Knowledge	4.59	0.56	Very High
Socio-affective Skills	4.56	0.41	Very High
Category Mean	4.54	0.40	Very High



Table 1 is the descriptive table. It presents the level of Psychological Empowerment, Professional Development, and Teaching Effectiveness. The Psychological Empowerment was measured through meaningfulness, competence, self-determination, and impact. The first independent variable which is the Psychological Empowerment obtained an overall mean score of 4.31 which described as very high. This means that the psychological empowerment of the respondents is always evident. In addition, the overall standard deviation is .36 which is less than one signifying that the respondents' ratings are nearly almost the same. Similarly, Professional development was measured through thematic knowledge, environment, cooperation, educational technology, research base, educational planning, evaluation, development of human resource. The variable got an overall mean score of 4.46 which is described as very high. It implies that the professional development of the respondents is always manifested. Moreover, the dependent variable which is the teaching effectiveness was measured through English proficiency, pedagogical knowledge, and socio-affective skills. The variable obtained an overall mean score of 4.54 which is described as very high. This means that the teaching effectiveness of the respondents is always observed.

The result of the study was anchored on the research conducted by Pardo and Lloyd (2003), psychological empowerment involves the active and immediate involvement of both administrators and employees in the organization's decision-making process. Furthermore, staff empowerment serves as an internal motivator, characterized by four dimensions that collectively reflect an individual's approach to their work role. These dimensions include meaning, competence, autonomy, and influence. They relate to the value employees place on their work, their awareness of their skills, their engagement in decision-making, and their capacity to effect change within the organization.

In table 2, Psychological Empowerment of English Teachers is correlated with Teaching Effectiveness with an  $r - value$  of .507 and a  $p - value$  of .000. This shows a significant substantial positive correlation between the variables. This suggests that as the psychological empowerment of the public secondary school English teachers increases, their teaching effectiveness also increases. Additionally, Professional Development and Teaching Effectiveness have a correlation  $r$  of .507 with a  $p - value$  of .000. This suggests a substantial positive correlation between these variables. So, the first ( $H_{01}$ ) null hypothesis is rejected.

**Table 2. Test of Significant Relationship**

	Teaching Effectiveness				
	<b>r – Value</b>	<b>p – Value</b>		<b>Decision on Ho</b>	<b>Interpretation</b>
Psychological Empowerment of English Teachers	.507	.000	Reject		Significant
Professional Development	.675	.000	Reject		Significant

A study of Nagpal (2020) revealed that professional development plays a vital role in the growth and effectiveness of teachers in terms of teaching as it significantly improves their behaviors and beliefs within the educational environment. Moreover, well-structured professional development equips educators to create more engaging and effective learning experiences, thereby positively impacting student outcomes and fostering a thriving educational community. Additionally, a study of Isao (2021) emphasized that teaching effectiveness improves when the teachers' self-efficacy is high by participating professional development activities that make them empowered in the institution.

The table 3 shows the regression analysis results indicate that Professional Development is a significant

predictor of Teaching Effectiveness, as shown by a high Beta value of .719 and a statistically significant  $p - value$  of .000. This suggests that teachers who engage in continuous professional development are more likely to demonstrate higher teaching effectiveness. On the other hand, Psychological Empowerment of English Teachers does not significantly predict Teaching Effectiveness (Beta = .157,  $p = .067$ ), implying that while psychological empowerment may have some influence, it is not a strong determinant in this model. Moreover,

it signifies that teaching effectiveness among secondary school English teacher is still evident even these teachers are psychologically empowered.

With a correlation coefficient (R) of 0.684, the model demonstrates a strong relationship between the predictors and Teaching Effectiveness. The  $R^2$  value of 0.468 indicates that 46.8% of the variability in Teaching Effectiveness can be explained by factors other than the independent variables mentioned, such as Professional Development and Psychological Empowerment. Furthermore, the F-value of 64.536 ( $p = 0.000$ ) confirms that the overall regression model is statistically significant and effectively explains a substantial portion of the variance in Teaching Effectiveness.

**Table 3. Test of Significant Influence**

	Teaching Effectiveness						
	Unstandardized Coefficients		Standardized Coefficients				
Independent Variables	B	Std. Error	Beta	t	Sig.	Decision on $H_0$	Interpretation
(Constant)	.642	.349		1.842	.068		
Psychological Empowerment of English Teachers	.157	.085	.142	1.844	.067	Failed to Reject	Not Significant
Professional Development	.719	.094	.587	7.630	.000	Reject	Significant

$R = .684$ ;  $R^2 = .468$ ;  $F - value = 64.536$ ;  $p - value = .000$

According to Ganai (2023) teaching effectiveness of teachers is fundamentally important for achieving positive outcomes for students and ensuring the overall success of schools. When teachers are effective, they play a pivotal role in shaping the academic and personal lives of their students, influencing not only their immediate learning experiences but also their long-term development. Moreover, effective educators contribute significantly to the broader context of national development by equipping students with the necessary skills and knowledge that are essential for a thriving society.

## SUMMARY OF FINDINGS

The findings of the study were as follows:

The study revealed that psychological empowerment is associated with a very high level of teaching effectiveness in terms of meaningfulness, competence, self-determination, and impact. Furthermore, the Pearson r analysis disclosed a significant and substantial positive correlation between psychological empowerment, professional development, and teaching effectiveness. This indicates that as psychological empowerment and professional development increase, teaching effectiveness among public secondary school English teachers will also improve. Additionally, multiple linear regression analysis revealed that professional development significantly predicts teaching effectiveness, while psychological empowerment was not shown to be a predictor of teaching effectiveness among these teachers. The results highlighted the significant influence of professional development on teaching effectiveness, leading to the rejection of the null hypothesis, which stated that “Professional development does not significantly influence the teaching effectiveness of English teachers.” In contrast, the results for psychological empowerment led to the failure to reject the null hypothesis, which stated that “Psychological empowerment does not significantly influence the teaching effectiveness of English teachers.”

## CONCLUSION

Based on the results of the study, it is concluded that psychological empowerment, professional development, and teaching effectiveness are all at very high levels. Additionally, it is concluded that psychological empowerment and professional development have a significant relationship with the teaching effectiveness of English teachers. Moreover, professional development significantly influences teaching effectiveness, while psychological empowerment was found to have no significant impact on teaching effectiveness among public secondary school English teachers.

## RECOMMENDATION

Based on the conclusions of the study, since psychological empowerment, professional development, and teaching effectiveness of English teachers are very high, it is recommended that school leaders prioritize fostering an environment that promotes psychological empowerment within educational institutions. Furthermore, schools should implement structured professional development programs that focus not only on skills enhancement but also on empowering teachers to take ownership of their learning and teaching practices. Educational leaders should prioritize strategies that empower teachers, such as collaborative decision-making and providing opportunities for leadership roles within the school. Consequently, since psychological empowerment and professional development have a significant relationship with teaching effectiveness, it is recommended that educational institutions create a more empowering environment that enhances both professional development and teaching effectiveness, ultimately leading to better educational outcomes for students. Additionally, since psychological empowerment and professional development significantly influence teaching effectiveness, it is recommended that school leaders strengthen their support and motivation towards teachers, encouraging them to sustain their empowerment. This can include sending teachers to various training sessions and seminars, as well as encouraging them to pursue graduate studies for professional growth and development. Lastly, it is recommended that future researchers explore other variables that may have a significant relationship with and influence on teaching effectiveness, not only for English teachers but also for teachers of other subjects.

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