

RESEARCH ARTICLE

PSYCHOLOGICAL EMPOWERMENT AMONG FACULTY OF SULU STATE COLLEGE: AN APPRAISAL

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ABSTRACT. A descriptive-correlational analysis was used to ascertain the psychological empowerment components of Sulu State College faculty members throughout the 2020–2021 academic year. Important connections and variations between the subcategories under psychological empowerment were also found when the data was grouped based on demographic traits. The One-Way ANOVA, t-Test for independent samples, and Pearson Product Moment Association Coefficient (Pearson r) were used to determine the significant association and variations in the degree of psychological empowerment. The profile of the respondents was evaluated using frequency counts and percentages, and the psychological empowerment of the respondents was evaluated using mean and standard deviations. Out of the 100 respondents, more than half are women between the ages of 31 and 40, hold a master's degree, have been with the company for ten years or fewer, and are employed full-time. Self-determination, impact, competence, and meaningfulness are among the psychological empowerment components that receive a "Agree" or "Moderate Extent" rating. Faculty at Sulu State College view psychological empowerment in terms of influence, competence, meaningfulness, and self-determination when data are grouped based on responder characteristics. Factors such as gender, age, duration of service, level of education, and appointment position have little bearing on these perceptions. The components of psychological empowerment impact, competence, meaningfulness, and self-determination are strongly correlated.

KEYWORDS: *Psychological Empowerment, Competence, Self-Determination, Faculty*

ARTICLE DETAILS

JEAS-00030; Received: December 9, 2024; Accepted: January 22, 2025; February 16, 2025

CITATION:

Lipae, Almashin S. "PSYCHOLOGICAL EMPOWERMENT AMONG FACULTY OF SULU STATE COLLEGE: AN APPRAISAL". *Journal of Education and Academic Settings*. DOI: 10.62596/695zs580

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Introduction

One of the most important areas of educational research is how class sizes affect students' academic achievement. This study's goal is to look into any possible relationships between class sizes and academic achievement, as well as the areas that require specialized training and the tendency toward more students enrolling in the program. Schools all around the nation continue to struggle with the issue of teachers instructing subjects outside of their areas of expertise (Castro, Ventura, Estajal, et al., 2024). Class size is calculated by dividing the total number of students in a classroom by the number of teachers in charge of conducting instruction.

Classroom size and its impact on student achievement have long been topics of discussion in the worldwide education community. There are issues with classroom overcrowding in many nations, which raises questions about how learning quality is impacted by class size. Additionally, some teachers are not well-versed in implementing inclusive education in their classrooms, and respondents' opinions on classroom inclusivity vary, ranging from equal opportunities to a customized approach. Additionally, it demonstrated that barriers to implementing inclusive education in their classroom setup include a lack of resources, a lack of awareness, and the denial of opportunities (Leon, Jumalon, Chavez, et al., 2024). Since global competition and changes have influenced the need for initiative and creativity, educational institutions have aligned their strategic measures to achieve their aims and objectives on employee empowerment. This strategy is commonly referred to as psychologically empowering each employee in a business (Menon & Hartmann, 2002).

Since the establishment of the administrative manual of operations, staff members at public educational institutions are expected to obey directives, just like those in any other government agency. Employee loyalty and discipline are sometimes viewed and evaluated in this way. It is arguable that a worker who acts independently of his superiors at work is viewed as a liability (Laschinger et al., 2004). This suggests that decision-making in an organization is typically concentrated in the upper echelons and is difficult to transfer down the organizational structure. As a result, employees will not have the freedom to use their own judgment and initiative.

Employees of public educational institutions are required by law and policy to fulfill the tasks and obligations specified in their individual job descriptions. Therefore, employees are more likely to be less creative and innovative when performing their duties, which equates to them losing their power. Stereotyping and disempowering tools are also used to attack the personal images of subordinate genders (Chavez, Lamorinas & Ceneciro 2023).

As a public higher education institution, Sulu State College is required by its charter to ensure that its personnel adhere to the established standard norms and standards in the performance of their tasks and responsibilities. However, in public higher education institutions, this study was carried out with the intention of gathering concrete data from college faculty members to support and refute the aforementioned assertions.

Research Questions

1. What is the profile of Sulu State College faculty in terms of:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Length of service;
 - 1.4 Educational attainment; and
 - 1.5 Status of appointment?
2. What is the extent of factors of psychological empowerment among faculty of Sulu State College in terms of:
 - 2.1 Meaningfulness;
 - 2.2 Competence;
 - 2.3 Self-determination; and
 - 2.4 Impact?
3. Is there a significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to each of the following:
 - 3.1 Gender;

- 3.2 Age;
- 3.3 Length of service;
- 3.4 Educational attainment; and
- 3.5 Status of appointment?

4. Is there a significant correlation between the factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact?

Literature

According to a poll by Jordan, Gašper, et al. (2017), companies ought to adopt fresh insights from the human resource management area. Employees should be happy with every part of their jobs and feel a sense of loyalty to the company if it hopes to have successful and productive workers. The only factor that was not deemed statistically significant was effective organizational commitment. It was determined that leaders can benefit from understanding to effectively manage, grow, and inspire their workforce.

Mohamed A. Nassar. According to a study done in 2017, giving employees more authority can significantly improve job happiness, productivity, and efficiency in the hotel sector. The objective of this work is to investigate how employee acceptability and readiness for organizational changes in Egyptian chain hotels are impacted by empowerment.

The educational system was shaped by technology because it allowed educators to create a variety of adaptable and successful teaching strategies (Roberto, Jr., 2024). The findings indicate that no individual aspect of psychological empowerment was correlated with acceptance of change. Regression analysis, however, indicates that acceptance of organizational change was positively impacted by psychological empowerment in a small but substantial way. The notions of "meaning" and "impact" were both important, but "meaning" had a marginally detrimental effect. Though this is just one aspect that should be taken into account, these findings imply that hotel managers should take psychological empowerment into account when getting ready for organizational change.

According to a study by Theron and Crystal-Jeanne (2010), Nonetheless, the most robust correlation was discovered between organizational commitment and work satisfaction. Nonetheless, the most robust correlation was discovered between organizational commitment and work satisfaction. According to the findings, workers at the multinational corporation are also usually happy with their supervisors, their coworkers, and the type of work they do.

However, it appeared that prospects for growth and compensation were the main sources of dissatisfaction. When it comes to organizational commitment, employees' willingness to go above and beyond for the organization, their conviction in its goals and principles, and their desire to join are all below average. Race and tenure were significantly correlated with work satisfaction, with the exception of gender. Gender and tenure were strongly correlated with psychological empowerment, with the exception of ethnicity. The findings showed a strong and clear correlation between job satisfaction and psychological empowerment.

Because the research design and sampling makeup of this study limit the findings' generalizability to other firms, a stratified random sampling design is recommended for future studies. Bin Jomah and Nouf (2017) conducted a study to demonstrate how psychological empowerment might increase levels of institutional commitment. One hundred workers from King Saudi University's departments took part in the survey. Thirty had worked for six to ten years, twenty for eleven to fifteen years, and the majority (50) for less than five years. Participants were split up based on their degree of work experience.

Singh, Kundan, and Kaur's (2019) study's main objective was to create and standardize psychological empowerment tools for Indian secondary school teachers. Expert comments were first obtained after 50 things were developed. Face and content validity were then assessed using the scale. The scale's psychometric properties were developed using two independent samples. The exploratory factor analysis's findings showed that the psychological empowerment scale has several facets, including elements pertaining to self-determination, impact, competence, and meaningfulness. The 25-item psychological empowerment scale's adequate internal consistency indices were confirmed by the results of confirmatory factor analysis (CFA). This study is important in the Indian setting since it developed and validated psychological empowerment scales for teachers.

A study by Ronald Ganiban et al. (2019) sought to characterize the degree of teacher empowerment in terms of both institutional and individual factors. Additionally, it made an effort to pinpoint the elements that support teacher empowerment. The study methodology used was descriptive. The results show that teachers have a strong sense of personal empowerment in the areas of action, value, and knowledge. There is also a strong sense of teacher empowerment in the institutional component, which covers aspects like involvement, acknowledgment, communication, clarity, attitude and behavior, and workplace management. A teacher's personal empowerment is also unaffected by their position, level of education, or duration of service, according to the findings. They have been discovered to be precursors to certain elements of teachers' institutional empowerment, nevertheless.

Methodology

An overview of the study, including the research strategy employed for presentation, analysis, and interpretation, is given in this chapter. Philosophical presumptions, the researcher's function, the research participants, the data collection procedure, the data analysis, and the study's credibility are also covered. It also discusses the ethical issues surrounding the research procedure.

1. Population and Sampling Design

In this investigation, a purposive sampling technique was used. Based on the faculty's availability, representatives of one hundred (100) samples were specifically selected. In order to guarantee accurate representation of gender, age, length of service, educational attainment, and appointment status, purposive sampling was used in this study.

2. Research Instruments

The primary tool used to collect information on the degree of psychological empowerment as perceived by the teachers was a survey questionnaire. Singh and Kaur's (2019) paper on "Psychological Empowerment of Teachers: Development and Validation of Multi-Dimensional Scale" served as the model and inspiration for this questionnaire. Four elements comprise Singh and Kaur's (2019) 27-item psychological empowerment questionnaire: impact (four items), competence (six items), self-determination (three items), and meaningfulness (14 items). Two components made up the research tool employed in this study: Part I of the questionnaire gathered demographic data, and Part II gathered information on the faculty members' opinions regarding psychological empowerment.

3. Data Gathering Procedure

Data Collection Methods There were two portions to the research tool employed in this study. The survey's initial portion gathered demographic data from participants, such as age, gender, education level, and employment position. Faculty members' perceptions of psychological empowerment in relation to influence, competence, meaningfulness, and self-determination were the main topic of Part II.

4. Data Analysis Process

The data gathered for this study was suitably analyzed using both descriptive and inferential statistical techniques. When data are grouped by gender, the t-test for independent samples is used to find significant differences in psychological empowerment; when data are grouped by age, educational attainment, and appointment status, the degree of psychological empowerment is evaluated using one-way analysis of variance (ANOVA); in research problem number one (1), the profile of respondents is evaluated using frequency counts and percentages; in research problem number two (2), the degree of psychological empowerment is evaluated using mean and standard deviation.

Results

Question 1. What is the profile of Sulu State College faculty in terms of 1.1 Gender, 1.2 Age, 1.3 Length of service, 1.4 Educational attainment, and 1.5 Status of appointment?

Table 1.1 Demographic profile of Sulu State College faculty in terms of gender

Age	Number of respondents	Percent
Male	45	45.0%
Female	55	55.0%
Total	100	100%

Table 1.1 The gender demographic profile of the teachers of Sulu State College is displayed. 55 (55.0%) of the 100 respondents are female, and 45 (45.0%) are male, according to this table. That is to say, women make up nearly half of the survey participants. Compared to their male counterparts, Sulu State College has a slightly higher proportion of female faculty members.

Table 1.2 Demographic profile of m Sulu State College faculty in terms of age

Age	Number of respondents	Percent
30 years old & below	32	32.0%
31-40 years old	42	42.0%
41-50 years old	23	23.0%
51 years old & above	3	3.0%
Total	100	100%

Table 1.2 presents the demographic profile of Sulu State College faculty in terms of age. In this table, 42 (42.0%) of the 100 respondents are between the ages of 31 and 40, 32 (32.0%) are 30 years of age or younger, 23 (23.1%) are between the ages of 41 and 50, and only 3 (4.0%) are 51 years of age or older. This suggests that those between the ages of 31 and 40 make up almost half of the study's participants. According to this data, the majority of Sulu State College's faculty members are middle-aged.

Table 1.3 Demographic profile of Sulu State College employees in terms of length of service

Length of Service	Number of respondents	Percent
10 years and below	63	63.0%
11-20 years	30	30.0%
21-30 years	7	7.0%
31 years and above	0	0.0%
Total	100	100%

Table 1.3 presents the demographic profile of Sulu State College faculty in terms of length of service. According to this table, 63 (63.0%) of the 100 respondents have served for 10 years or less, 30 (30.0%) have served for 11–20 years, and 7 (7.0%) have served for 21–30 years. This indicates that respondents' duration of service is mostly focused on those with 10 years or less in this survey. According to this finding, the vast majority of the faculty at Sulu State College had been there for the shortest amount of time.

Table 1.4 Demographic profile of Sulu State College faculty in terms of educational attainment

Educational Attainment	Number of respondents	Percent
Bachelor's degree	39	39.0%
Master's degree	52	52.0%
Doctorate degree	9	9.0%
Total	100	100%

Table 1.4 presents the demographic profile of Sulu State College faculty in terms of educational attainment. 52 (52.0%) of the 100 respondents have a master's degree, 39 (30.0%) have a bachelor's degree, and 9 (9.0%) have a doctorate, according to this table. This indicates that over half of the respondents in this study hold a master's degree. This finding suggests that even while a sizable portion of employees hold master's degrees, a sizable portion merely hold bachelor's degrees.

Table 1.5 Demographic profile of Sulu State College faculty in terms of status of appointment

Status of Appointment	Number of respondents	Percent
Permanent	46	46.0%
Temporary	20	20.0%
Contact of Service	34	34.0%
Total	100	100%

Table 1.5 presents the demographic profile of Sulu State College faculty in terms of status of appointment. Out of 100 respondents, 46 (46.0%) have a permanent contract, 34 (34.0%) have a contract of service, and 20 (20.0%) have a temporary contract, according to this table. This indicates that about 50% of study participants hold permanent appointment status. This finding suggests that a large proportion of faculty members still have contracts of service, even if a sizable portion of employees have permanent appointment status.

Question 2. What is the extent of factors of psychological empowerment among faculty of Sulu State College in terms of 2.1 Meaningfulness, 2.2 Competence, 2.3 Self-determination, and 2.4 Impact?

Table 2.1 Extent of factors of psychological empowerment among faculty of Sulu State College in terms of Meaningfulness

Statements	Mean	S.D	Rating
1 I gain something from the work I do.	4.5400	.64228	Strongly Agree
2 I have the opportunity to use creative ideas at work.	4.5200	.77172	Strongly Agree
3 At work, I get to apply my creative thinking.	4.5800	.66939	Strongly Agree
4 At work, I get to apply higher level thinking abilities.	4.5200	.82241	Strongly Agree
5 I am constantly inspired to finish the tasks that the company assigns me.	4.5900	.58767	Strongly Agree
6 My professional needs are met by my work	4.4800	.67390	Strongly Agree
7 My coworkers appreciate me and treat me with professional respect.	4.4343	.64145	Agree
8 I compare the quality of my work to my own standards.	4.3900	.70918	Agree
9 Within the parameters of my abilities and skills, my employment is suitable.	4.5000	.64354	Strongly Agree
10 I feel a sense of personal satisfaction when I do my task effectively.	4.5200	.70324	Strongly Agree
11 My job gives me a respectful position in society.	4.3800	.67838	Agree
12 My personal needs are met by my job.	4.4500	.62563	Strongly Agree
13 I take pride in the work I do for the company.	4.6900	.54486	Strongly Agree
14 I have numerous opportunities at work to assess how I am performing.	4.5100	.67412	Strongly Agree

Total Weighted Mean	4.5079	.49183	Strongly Agree
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Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 shows the extent of factors of psychological empowerment among faculty of Sulu State College in terms of Meaningfulness. Respondents in this category are evaluated as "Strongly Agree" with a weighted mean score of 4.5079 overall and a standard deviation of .49183. According to this finding, respondents believe that Sulu State College staff members have a high degree of psychological empowerment in terms of meaningfulness. According to Sulu State College faculty members' perceptions of their authority to make judgments at work, employees are specifically capable of doing the tasks that have been assigned to them.

The following statements were evaluated as "Agree" by respondents: "My job gives me a respectful position in society," "I evaluate my work against my own standards of quality," and "I receive professional respect and appreciation from my colleagues." Ambad and Bahrón (2012) found that if construction workers feel empowered by being given autonomy, freedom, and the opportunity to choose how they perform their jobs, they will be more committed to their company and will do everything in their power to ensure its sustainability. The results of this study corroborate those of Chavez, Garil, Padrique, Askali, and Indama (2024), who found that public service by leaders motivates people to take responsibility for and participate in society, promoting an active lifestyle and community development. Additionally, if workers have a direct say in decisions that impact the company and have a larger say in decision-making, they are more dedicated to their employer.

Table 2.2 Extent of factors of psychological empowerment among faculty of Sulu State College in terms of Competence

Statements	Mean	S.D	Rating
1 I successfully do the tasks given to me.	4.5500	.57516	Strongly Agree
2 I have faith in my ability to finish the responsibilities that have been given to me.	4.6100	.54855	Strongly Agree
3 I can complete things by making use of the resources at my disposal.	4.4600	.59323	Agree
4 I am capable of resolving any kind of work-related issue.	4.3800	.66332	Agree
5 In doing my task, I take personal initiative.	4.4200	.65412	Agree
6 I possess the abilities necessary to create curricula for the kids.	4.5000	.64354	Strongly Agree
Total Weighted Mean	4.4867	.48818	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 shows the extent of factors of psychological empowerment among faculty of Sulu State College in terms of Competence. Respondents in this category are evaluated as "Agree" with a weighted mean score of 4.4867 overall and a standard deviation of .48818. This finding suggests that respondents believe Sulu State College staff members have a modest level of psychological empowerment with regard to competence. Specifically, faculty members have a reasonable level of internal self-appraisal of their ability to perform the tasks or acquire the necessary skills, which they are driven to do through effort, a sense of efficacy, and sentiments of personal capability. Employee perceptions about the skills and talents needed to perform their professions and work efficiently are likewise moderately prevalent at Sulu State College.

According to Jordan, Gašper et al. (2017), leaders can benefit from understanding psychological empowerment, job satisfaction, and organizational commitment since it will enable them to effectively manage, develop, and inspire their workforce. This study supports the findings of

Chavez, Gregorio, Araneta, and Bihag (2023), which indicate that there is a chance for concerned organizations to inform workers that failure to implement these rights constitutes an employer's breach of duty.

Table 2.3 Extent of factors of psychological empowerment among faculty of Sulu State College in terms of Self-determination

Statements	Mean	S.D	Rating
1 I am in charge of my job, including scheduling, lesson planning, and textbook selection.	4.3600	.75905	Agree
2 I'm allowed to express my personal opinions in the work-related conversation.	4.3900	.70918	Agree
3 When choosing the study materials, I take the pupils' performance into account.	4.3900	.70918	Agree
Total Weighted Mean	4.3800	.65309	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3 shows the extent of factors of psychological empowerment among faculty of Sulu State College terms of Self-determination. Respondents fall into the "Agree" group with a weighted mean score of 4.3800 overall and a standard deviation of .65309. According to this finding, respondents believe that there is a reasonable amount of freedom to exercise while abusing and controlling one's employment. Additionally, Sulu State College professors have a moderate amount of freedom over their job, including choosing textbooks, scheduling, class planning, and choosing learning resources while taking student performance into account.

The average psychological empowerment and the five characteristics associated with organizational commitment were determined to be on the higher end of the spectrum by Bin Jomah and Nouf (2017). The degree of autonomy granted to employees in workplace decision-making was found to be a significant determinant of organization commitment. This study supports the findings of Unga and Chavez (2024), which indicate that this can guarantee that nutrition and dietetics education meets quality standards and expectations, ultimately benefiting both the students and the field.

Table 2.4 Extent of factors of psychological empowerment among faculty of Sulu State College in terms of Impact

Statements	Mean	S.D	Rating
1 My work exerts a positive effect on my organization.	4.4000	.71067	Agree
2 My job affects the organization's administrative and strategic results.	4.3500	.84537	Agree
3 I think my work determines the organization's quality standards.	4.2100	.85629	Agree
4 In my organization, I take the lead in implementing new policies.	4.3300	.84154	Agree
Total Weighted Mean	4.3225	.71447	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.4 displays the impact of psychological empowerment elements among Sulu State College instructors. Respondents fall into the "Agree" group with a weighted mean score of 4.3225 overall and a standard deviation of .71447. This finding suggests that respondents believe they succeed to a modest degree under challenging conditions, which boosts their desire for work or tasks. The teachers of Sulu State College can also have a moderately beneficial impact on the organization, their involvement in the organization's future vision, and their connection to the achievement of that vision or objective.

Question 3. Is there a significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to each of the following 3.1 Gender, 3.2 Age, 3.3 Length of service, 3.4 Educational attainment, and 3.5 Status of appointment?

Table 3.1 Difference in the factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to gender

VARIABLES	Grouping			Mean		Sig.	Description
		Mean	S. D.	Difference	t		
Meaningfulness	Male	4.4587	.52301	-.08932	-.903	.369	Not Significant
	Female	4.5481	.46577				
Competence	Male	4.4111	.57362	-.13737	-1.407	.163	Not Significant
	Female	4.5485	.40020				
Self-determination	Male	4.5111	.59289	.23838	1.838	.069	Not Significant
	Female	4.2727	.68521				
Impact	Male	4.2722	.72461	-.09141	-.635	.527	Not Significant
	Female	4.3636	.71008				

*Significant at alpha 0.05

Table 3.1 shows the variation in the degree of psychological empowerment among Sulu State College faculty members in terms of impact, competence, meaningfulness, and self-determination when data are grouped by gender. This table indicates that, at alpha.05., none of the mean difference, t-value, or probability value are significant. This implies that the perceptions of male and female research participants about the level of psychological empowerment are not very different. It is unlikely that a male responder will assess psychological empowerment more accurately than a female respondent, or the other way around, according to this study. Thus, it is acceptable to say that Sulu State College employees' perceptions of the level of psychological empowerment are unaffected by gender. Therefore, the theory that "When data are categorized according to gender, there is no significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination, and impact" has been accepted.

Table 3.2 Difference in the factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Meaningfulness	Between Groups	.683	3	.228	.939	.425	Not Significant
	Within Groups	23.265	96	.242			
	Total	23.948	99				
Competence	Between Groups	.251	3	.084	.345	.793	Not Significant
	Within Groups	23.342	96	.243			
	Total	23.593	99				
Self-determination	Between Groups	5.297	3	1.766	4.589*	.005	Significant
	Within Groups	36.930	96	.385			
	Total	42.227	99				
Impact	Between Groups	.858	3	.286	.553	.648	Not Significant
	Within Groups	49.679	96	.517			
	Total	50.537	99				

*Significant at alpha 0.05

Table 3.2 illustrates the gap in the degree of psychological empowerment among Sulu State College faculty members in terms of effect, competence, meaningfulness, and self-determination when data are grouped by age. At alpha.05., this table demonstrates that none of the other subcategories' F-values or probability values are significant. Self-determination is the lone exception, and it is important at alpha.05. Despite the large age range of study participants, this implies that respondents' evaluations of the degree of psychological empowerment are practically the same. This study suggests that individuals who are 30 years of age or younger might not feel as empowered psychologically as those who are 31–40, 41–50, and 51 years of age or older, or the other way around. Thus, it is acceptable to say that Sulu State College employees' perceptions of the level of psychological empowerment are unaffected by gender. Consequently, it is acknowledged that "when data are categorized according to age, there is no significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination, and impact."

Table 3.3 Difference in the factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Meaningfulness	Between Groups	.355	2	.178	.731	.484	Not Significant
	Within Groups	23.592	97	.243			
	Total	23.948	99				
Competence	Between Groups	.388	2	.194	.811	.448	Not Significant
	Within Groups	23.206	97	.239			
	Total	23.593	99				
Self-determination	Between Groups	1.211	2	.606	1.433	.244	No Significant
	Within Groups	41.015	97	.423			

	Total	42.227	99				
Impact	Between Groups	1.230	2	.615	1.210	.303	Not Significant
	Within Groups	49.307	97	.508			
	Total	50.537	99				

*Significant at alpha 0.05

Table 3.3 presents the difference in the extent of factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to length of service. This table indicates that none of the subcategories' F-values or probability values are significant at alpha.05. This indicates that although study participants' length of service varies, their assessments of the degree of psychological empowerment aspects are largely the same. This finding suggests that respondents with 10 years or less of work experience may not be as likely to perceive the degree of psychological empowerment as those with 11–20, 21–30, and 31 years or more.

As a result, it is safe to conclude that Sulu State College faculty members' perceptions of the degree of psychological empowerment are not significantly impacted by varying length of service. As a result, the hypothesis that "When data are categorized according to length of service, there is no significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination, and impact" is accepted. According to a 2019 study by Ronald Ganiban et al. on "Antecedents of Teacher Empowerment," a teacher's position, length of service, and level of education are not predictors of their personal empowerment.

Table 3.4 Difference in the factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Meaningfulness	Between Groups	.214	2	.107	.438	.647	Not Significant
	Within Groups	23.734	97	.245			
	Total	23.948	99				
Competence	Between Groups	.222	2	.111	.460	.633	Not Significant
	Within Groups	23.372	97	.241			
	Total	23.593	99				
Self-determination	Between Groups	.265	2	.132	.306	.737	Not Significant
	Within Groups	41.962	97	.433			
	Total	42.227	99				
Impact	Between Groups	1.044	2	.522	1.023	.363	Not Significant
	Within Groups	49.493	97	.510			
	Total	50.537	99				

*Significant at alpha 0.05

Table 3.4 presents the difference in the extent of factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination and

impact when data are categorized according to educational attainment. According to this table, the probability values and F-values for each of the subcategories are not significant at alpha.05. This suggests that while the study participants' educational backgrounds differed, their perceptions of the extent of psychological empowerment generally DO NOT differ. This result suggests that respondents with bachelor's degrees are not likely to be more accurate in evaluating components of psychological empowerment than those with master's and doctoral degrees, or the opposite is true.

Thus, it is reasonable to say that Sulu State College staff do not believe that different levels of education have a substantial impact on psychological empowerment. Therefore, the theory that "When data are categorized according to educational attainment, there is no significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination, and impact" has been accepted.

In their research on "Antecedents of Teacher Empowerment," Ganiban, Ronald et al. (2019) discovered that teachers' personal empowerment is not influenced by their position, level of education, or length of service. This study is aligned with those of Muarip, Garil, Entong, et al. (2024). The speaker's style, which can range from professional to informal, depends on the subject and the desired learning goals. Nonetheless, the ability of the speaker to arouse powerful emotions is crucial because it increases engagement and attention, which raises the bar and importance of the learning process.

Table 3.5 Difference in the factors of psychological empowerment among employees of Sulu State College in terms of meaningfulness, competence, self-determination and impact when data are categorized according to status of appointment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Meaningfulness	Between Groups	.269	2	.135	.551	.578	Not Significant
	Within Groups	23.679	97	.244			
	Total	23.948	99				
Competence	Between Groups	.370	2	.185	.772	.465	Not Significant
	Within Groups	23.224	97	.239			
	Total	23.593	99				
Self-determination	Between Groups	.090	2	.045	.104	.902	Not Significant
	Within Groups	42.137	97	.434			
	Total	42.227	99				
Impact	Between Groups	1.590	2	.795	1.575	.212	Not Significant
	Within Groups	48.947	97	.505			
	Total	50.537	99				

*Significant at alpha 0.05

Table 3.5 illustrates the disparity in the degree of psychological empowerment among Sulu State College faculty members in terms of effect, competence, meaningfulness, and self-determination when data are grouped by appointment status. The F-values and probability values for each of the subcategories in this table are not significant at alpha.05. This indicates that while study participants varied in their appointment status, their opinions of the degree of psychological

empowerment are often the same. This finding suggests that respondents with permanent employment status may not be more likely than those with temporary and contract of service to perceive the degree of psychological empowerment, or vice versa.

It is safe to conclude that the professors at Sulu State College did not view the degree of psychological empowerment components to be significantly impacted by the changeable status of their appointments. As a result, the hypothesis that "When data are categorized according to status of appointment, there is no significant difference in factors of psychological empowerment among faculty of Sulu State College in terms of meaningfulness, competence, self-determination, and impact" is accepted.

Table 4. Correlation among the sub-categories of psychological empowerment in terms of meaningfulness, competence, self-determination and impact

Variables		Pearson <i>r</i>	Sig	N	Description
Dependent	Independent				
Meaningfulness	Competence	.851*	.000	100	Very High
	Self-determination	.054	.597	100	Low
	Impact	.856*	.000	100	Very High
Competence	Self-determination	.053	.600	100	Low
	Impact	.835*	.000	100	Very High
Self-determination	Impact	.135	.180	100	Low

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.50=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 shows how the subcategories of psychological empowerment—self-determination, meaningfulness, competence, and impact—relate to one another. At alpha.05., the computed Pearson Correlation Coefficients (Pearson *r*) for certain variables stand out. The degree of correlations between the subcategories of competencies of micro, small, and medium-sized business enterprises in Jolo, Sulu, is as follows: there is a significant positive correlation between Meaningfulness and Competence, Self-determination, and Impact; there is a significant positive correlation between Competence AND Self-determination and Impact; and there is a negative correlation between Self-determination AND Impact. Based on these results, it is likely that the respondents who gave meaningfulness a "High Extent" rating are also the ones who gave impact, competence, and self-determination "High Extent". In the meanwhile, it is reasonable to state that there is a strong correlation between the amount of the subcategories that fall under psychological empowerment as judged by Sulu State College teachers. As a result, the hypothesis that holds that "the psychological empowerment factors among Sulu State College employees in terms of meaningfulness, competence, self-determination, and impact" do not significantly correlate is rejected.

Conclusion

The results showed that the faculty of Sulu State College was appropriately represented in terms of tenure, gender, age, educational attainment, and appointment status. Of the 100 respondents, over half are female, aged 31–40, have served for 10 years or less, have a master’s degree, and are employed permanently. Impact, competence, meaningfulness, and self-determination are among the psychological empowerment components that receive a "Agree" or "Moderate Extent" assessment. Faculty at Sulu State College believe that psychological empowerment is independent of gender, age, length of service, educational achievement, and appointment status when it comes to significance, competence, self-determination, and influence. in accordance with the respondents'

attributes. The elements of psychological empowerment self-determination, meaningfulness, competence, and impact are closely related to one other.

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