

## **3C'S of Management among Local Universities and Colleges in the National Capital Region toward Building Employees Empowerment and Job Satisfaction**

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### **Abstract**

The major purpose of this study is to determine the relationship among the dimensions of 3C'S (co-ownership, co-operation and co-sharing), transformational leadership style of school administrators, school effectiveness, empowerment practices, and job satisfaction. The descriptive correlational design was used in this study using adapted questionnaires pertaining to 3C'S, transformational leadership style of school administrators, school effectiveness, empowerment practice, and job satisfaction of the Local Universities and Colleges in the National Capital Regional. The most prominent aspect of 3C'S is co-operation exhibiting that everyone in the institution is taking the responsibility to the success of the schools' endeavor. The school effectiveness as evaluated by the faculty have a predominant envisioning the development planning as to developing an educated work force. Transformational leadership style of school administrators as perceived by the faculty have pronounced the school vision, and accomplishing work together as a team. Moreover, empowerment practices in respondent's respective institution, have greater emphasis in the area of self-worth. Work-itself is the most prevailing aspect of job satisfaction. Lastly, findings showed that there is a significant moderate to strong positive relationship among dimensions of 3C'S, school effectiveness, transformational leadership style of school administrators, empowerment practices, and job satisfaction. Since 3C'S is found to have a moderate positive relationship as correlated with all other dimensions, it is recommended that administrator should maintain and enhance their current programs and activities to strengthen the aspects of school effectiveness, employees empowerment and job satisfaction.

**Key words:** co-ownership, co-operation and co-sharing

### **Introduction**

The Philippine Constitution is very explicit with its provision on the importance of education to uplift every citizen's way of life. Article XIV states that "The state shall protect and promote the right of all citizens to quality education at all levels shall take appropriate steps to make such education." Knowing of the importance of education on the growth of a city, the different visionary Mayor of various municipalities decided to establish the Local Universities and Colleges (LUCs). They conceptualized the dream of establishing a city college. Local Universities and Colleges (LUCs) or formerly known as community colleges are higher educational institutions that are being run by local government units in the Philippines. A local government unit (LGU) maybe a barangay, municipality, city or a province that puts a post-secondary institution based on section 447,458 and 468 of the Local Government code which provide that with this law, a large portion of the functions of the national government such as public works, social welfare, health services, and education was transferred to the local government.

On the other hand, 3C'S (co-ownership, co-operation and co-sharing) plays a vital role in the efficiency and effectiveness of an educational institution (Lunenburg and Ornstein, 2012). Moreover, co-ownership manifested in the school where everyone takes care and consider every assets of the school as their own, somehow it would also mean joining venture or having partnership with other private enterprise who would of great interest to the institution through financial means. On the other aspect, open climate could be part of co-ownership in which an educational Institution will open its door for interested investor to partake in the development of the school. Meanwhile, co-operation showed in the harmonious relationship of all employees in such that there is a hand-and-hand dialogue between administrator, faculty and administrative employees to maintain rapport. This goes on the smooth flow of operation within the organization as a responsibility of every employee. Delegation of authority and creation of committees underscored co-operation as well. Furthermore, co-sharing attribute to equal distribution of benefits to its employees through additional bonuses aside from the mandatory benefits required by the law. Here within, the power of employees to partake in the decision making in the board is of great importance in co-operation.

Truly, methods and strategies of the school and its effectiveness go together in the smooth implementation of empowering employees. To meet the current demand and aspirations of the employees without compromising the ability of the future employees are done by fleshing up with programs, projects and inputs and envisioning development plan through strategic planning.

Conversely, school administrator must create an environment that support collaboration among employees, provide time for employees' professional development, recognizes rewards, and celebrate the concept of bringing out the best within the employees, creates an organizational culture and infrastructure that will support empowerment opportunities for everyone. Also administrator should motivate an employee to plan, act and serve as a standard for judging the worth activities, achievement, things and places. It can be pointed out that person's work values are important because they affect behavior on their job in terms of what is right and wrong. Indeed, transformational leadership style play a large portion which should look into the school style in adopting and fostering employee empowerment in the school. Administrator should acquire new skills and knowledge through various seminar trainings and programs and later echo to its faculty and administrative employees. Likewise, Job satisfaction must be looked into by administrators since it reflect the quality of working life that every employee of the institution has. Over all the vital role of 3C'S in sustaining efficiency and effectiveness among Local Universities and Colleges will be dealt with this paper.

### **Materials and methods**

Higher education institutions (HEIs) specifically Local Universities and Colleges (LUCs) are often challenged to deal with recurrent internal and external problems in their daily operation due to: unpredictable changes as we advance to the new era of our society, changes in the economic organization and the political structure in the society, changes in labor concept, formation of labor unions and changes in leadership. How these problems are resolved is highly dependent upon the individual administrator's personal and professional qualities expressed in his/her style of leadership as aid for improvement both the institution and school personnel. As a recognized leader in school, the administrator has a lot of responsibilities and accountability in the organization, such as: 1) Setting the vision, mission and goals of the school; 2) Mentoring, monitoring and supervising employees; 3) Decision making and implementation of policies in the school which includes rules in adapting employees improvement/empowerment. 4) Create a physiological and psychological climate that is conducive to teaching and learning; 5) Develop partnership with the stakeholders/parents in the community; 6) Organize a functional information system, among others. The position is a critical to the employee's development, organizational development, and academic growth of the student be-

cause administrator is usually the main source and the driving force that sustains the welfare of the organizations. A leadership issue continues to be on the forefront on any educational institution, it is imperative that research examines the responses of the school administrator to adversity as the new era of leadership in relation to providing training for self and employees as well. The multi-faceted roles of being administrator could exert too much pressure on their psychological and social well-being, which in turn, could jeopardize the gainful existence of a school.

Educational leadership roles take the form of being leading professionals who acts as mentor, educator, adviser, ambassador, and advocate, and of being chief executive, who act as strategist, manager, arbitrator, executive officer.

School administrators are constantly highlighted as the main source of poor employee's performance which will eventually lead to unacceptable client's performance, lack of funding, and inadequate physical resources such as: classrooms, laboratory facilities, learning/instructional materials etc. Truly, the main result of employees poor performance were due to the unavailability of constant advancement or enhancement programs, like seminars, workshops, trainings, and etc. In relation to the aforementioned facts, educational leaders shall analyze, plan and take action in order to cope with the multi-faceted changes in a borderless market place (Delagoza, 2009). This is regardless of the challenges, threats, internal problems and issues that the educational system is experiencing.

Effective school managers are expected to be academically goal-oriented and shall supervise instructional and co-curricular practices accordingly. They should motivate and support the employees, encourage the community and other stakeholders to be involved in the educational program, and encourage them in a participatory decision-making. They are also faced with complex tasks of creating a school wide vision. As a leader, planning for effective professional development, guiding teacher, handling discipline, attending important events and needs, and other details are within the supervision and management of school, (Richard, 2010). The job of school administrator is more demanding and more difficult than that of ordinary employee. Various concepts support the idea that "Motivating, seminar, training and workshop make a different to bring out excellent and best performance of employees." One can always point out that the key to a successful job performance is vibrant and will build the reputation of excellent school performance. Indeed, the school personnel are part of the keystone in the building of effective school, and developing method and strategies. Hence, an effective and efficient institutionalize employees empowerment should always be implemented and be given enough budget and should be always keep abreast to the current trend in the new emerging market. Furthermore, the realization of this should start in keeping the school administrator up-to-date in terms of leadership training. In this research, the investigation will flow on how the 3C'S correlates to: school effectiveness, transformational leadership style of school administrators, empowerment practices, and job satisfaction.

### **Objectives**

The major purpose of this study is to determine the relationship among the dimensions of 3C'S, transformational leadership style of school administrators, school effectiveness, empowerment practices, and job satisfaction.

Basically, the researcher will seek to answer the subsequent questions.

1. Respondents assessment of 3C'S in terms of:
  - 1.1 co-ownership;
  - 1.2 co-operation;
  - 1.3 co-sharing?
2. Respondents assessment of the school effectiveness in terms of:

- 2.1 meeting the needs and aspiration of the present employees;
- 2.2 fleshing up with programs, projects and inputs;
- 2.3 envisioning a development plan?
3. Respondents assessment of the transformational leadership style of the school administrators on the following areas:
  - 3.1 pronouncing vision;
  - 3.2 providing ideal;
  - 3.3 raising acceptance of goals;
  - 3.4 personalized support;
  - 3.5 rational motivation;
  - 3.6 plotting great anticipations?
4. The degree of empowerment practices the respondents are experiencing in the following domains:
  - 4.1 participative decision making;
  - 4.2 professional development;
  - 4.3 employment condition;
  - 4.4 self-worth;
  - 4.5 independence;
  - 4.6 influence?
5. The level of job satisfaction of the respondents in terms of the following domains:
  - 5.1 salary;
  - 5.2 promotion;
  - 5.3 supervision;
  - 5.4 benefits;
  - 5.5 rewards;
  - 5.6 condition;
  - 5.7 colleagues;
  - 5.8 work itself;
  - 5.9 communication?
6. Is there a significant relationship between and among the five variables namely:
  - 6.1 3C'S;
  - 6.2 school effectiveness;
  - 6.3 transformational leadership style of school administrator;
  - 6.4 empowerment practices;
  - 6.5 job satisfaction?

### ***Hypothesis of the Study***

There is no significant relationship between and among 3C'S, transformational leadership style of school administrator, school effectiveness, empowerment practices, and job satisfaction.

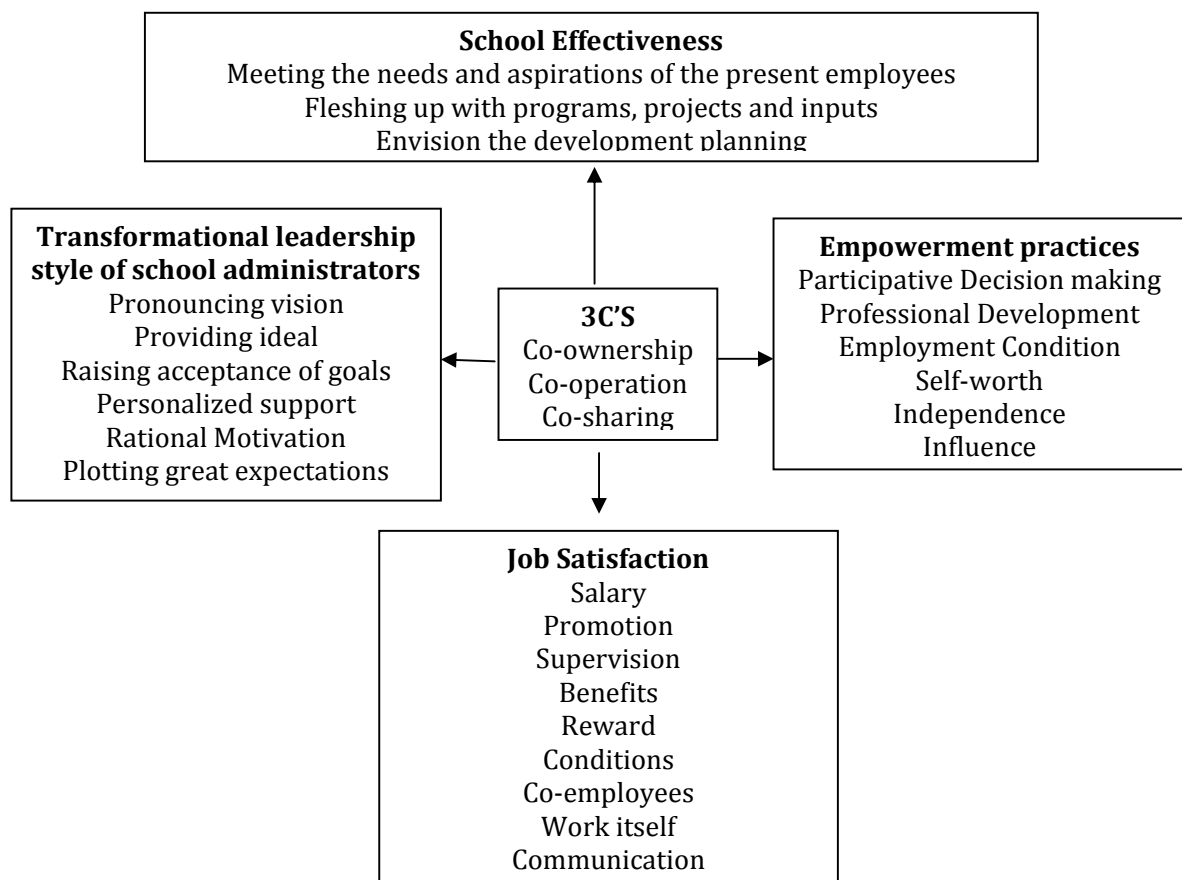
### ***Theoretical Framework***

The 3C'S (co-ownership, co-operation and co-sharing) used in this study is patterned on Kelso-Adler theory of economic justice which had three pillars related to aspect of 3C'S: Principle of Harmony (co-ownership) where everyone takes care and consider every assets of the school as their own. Principle of Participation (co-operation) there is a hand-and-hand dialogue between administrator, faculty and administrative employees to maintain rapport. The Principle of Distribution (co-sharing) is an equal distribution of benefits to its employees. Transformational leadership style of school administrators used in this study was patterned in the studies conducted by Leithwood (2008) which involved eight dimension namely: pronouncing vision, providing ideal, raising accep-

tance of goals, personalized support, rational motivation, plotting great expectations. This concept states that introducing leadership may start with a clear-cut vision. A clearly formed personal vision is shared by others, it can become a catalyst of transformation. But, the researcher revised this concept to avoid duplication. There are three theoretical approaches in empowerment and they are: critical social theory, organizational theory and social psychological theory (Boey, 2010). This study will use the social psychological theory of empowerment as its background. The study's empowerment concept focuses on individual employees' personal variables related to empowerment. The variable of employees empowerment practices (Rinehart and Short, 1992) are decision making, professional growth, status, self-efficacy, autonomy, and impact. It is expected, therefore, that employees can benefit from empowerment and can be enabled in the process, and that they are not just submissive group of people waiting and yearning to be guided and follow orders from the administrator all the time.

Based on theoretical position in the development of the job satisfaction survey (Spector, 1997), job satisfaction represents an affective or attitudinal reactions to a job. As conceptualized by Paul Spector (1997) job satisfaction is defined as "a cluster of evaluative feelings about the job" and identifies the following nine facets that are measured by the job satisfaction survey: Salary, promotion, supervision, benefits, reward, conditions, co-employees, work itself, and communication.

### *Conceptual Framework*



**Figure 1. Research Paradigm showing the correlation of 3C'S to the four other variables.**

This study conceptualizes inter-correlations between and among theorized variables of school Philosophy, perceived transformational leadership style of school administrators, organizational effectiveness, empowerment practices, and job satisfaction of employees.

**3C'S** is assessed on three aspects: co-ownership, co-operation, co-sharing.

The transformational leadership style of school administrators is assessed according to six areas: pronouncing vision, providing ideal, raising acceptance of goals, personalized support, rational motivation, and plotting great anticipations.

The employees' empowerment practices are measured on the following domains: participative decision making, professional development, employment condition, self-worth, independence, and influence.

Job satisfaction will be gauged from the employee-respondents' views about their current work-related situation on the domains: Salary, Promotion, supervision, benefits, rewards, conditions, co-worker, work itself, and communication. The methods, strategies of the school and its effectiveness are determined. It is defined in the concept of (a) aspirations of the present employees; (b) fleshing up with programs, projects and inputs; and (c) envision the development planning.

### **Methodology**

The Descriptive Correlational method was used to relate 3C'S, transformational leadership style of school administrators, school effectiveness, empowerment practice, and job satisfaction of the Local Universities and Colleges (LUC's) in the National Capital Regional (NCR). Descriptive correlation method was also used in establishing measures of relationships as to its direction and extent existing between two or more quantifiable variables. Likewise, descriptive research as a design used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation (Travers, 1978). The method in this study involved range from the survey which describes the status quo, and the correlation study which investigates the relationship between variables (Fox, 1979) and pure random sampling technique was used. The respondents in this study are 155 faculty members from the seven Local Universities and Colleges (LUC's) in the National Capital Region (NCR) during the School Year 2018 -2019.

### **Data Generation**

To ensure the quality of effective conduct of the study, the researcher observed the following:

1. The researcher secured permission from the person in authority to distribute questionnaire in Local Universities and Colleges (LUC's) namely: University of Caloocan City (UUC), City of Malabon University (CMU), University of Makati (UMak), Quezon City Polytechnic University (QCPU), Pamantasan ng Lungsod Marikina (PLMar), Taguig City University (TCU), and City University of Pasay (CUP).
2. Once approval to administer questionnaire was granted, the researcher distribute questionnaires to 155 faculty members of the school distributed among seven LUC's in the NCR.
3. Random sampling was used in distributing questionnaires to the respondents.
4. The questionnaires were retrieved after one or two week/s.
5. Before tabulating the data, questionnaires were carefully inspected to determine the properly filling-out of the instrument.

The survey instrument in this study was adopted from a combination of two validated survey questionnaires. The 3C'S questionnaire, school effectiveness questionnaire, and transformational leadership style of school administrator's questionnaire were adopted from the study of Dr. Venus

G. Agustin about “3c’s of management”. On the other hand, school empowering employee scale and job satisfaction survey were adopted from the study of Dr. Jennifer Remigio-Reyes about “Inter-correlational study about school culture, empowerment practices and Job satisfaction”. Permission to use the adopted questionnaires was both approved by Dr. Venus G. Agustin and Dr. Jennifer Remigio-Reyes.

## Results and Discussion

### *Profile of the Respondents*

**Table 1. Frequency Distribution of the Respondents According to Name of School**

Name of School	Frequency (f)	Percentage (%)
1. UCC - University of Caloocan City	24	15.48
2. CMU - City of Malabon University	23	14.84
3. CUP – City University of Pasay	21	13.55
4. UMak - University of Makati	24	15.48
5. QCPU - Quezon City Polytechnic University	23	14.84
6. PLMar- Pamantasan ng Lungsod ng Marikina	20	12.90
7. TCU – Taguig City University	20	12.90
<b>Total</b>	<b>155</b>	<b>100.00</b>

**Table 2. Frequency Distribution of the Respondents According to Sex, Age and Highest Educational Attainment**

Sex	f	%	Age	f	%	Highest Educational Attainment	f	%
Male	40	25.81	21-25	23	14.84	Doctoral Degree	13	8.39
Female	68	43.87	25-30	22	14.19	With Doctoral Units	41	26.45
no response	47	30.32	31-35	25	16.13	Master’s Degree	35	22.58
			36-40	23	14.84	With Master’s Units	46	29.68
			41-45	22	14.19	Bachelors Degree	17	10.97
			46-50	12	7.74	no response	3	1.94
			51-60	9	5.81			
			61 Above	12	7.74			
			no response	7	4.52			
<b>Total</b>	<b>155</b>	<b>100.00</b>	<b>Total</b>	<b>155</b>	<b>100.00</b>	<b>Total</b>	<b>155</b>	<b>100.00</b>

Table 1 revealed that the schools respondents have a total frequency of 155. The frequency distribution of the seven Local Universities and Colleges (LUC’s) are somewhat close to each other. However, Pamantasan ng Makati (UMak) and University of Caloocan City (UCC) got the highest frequency of 24 or 15.48%, while City of Malabon University (CMU) and Quezon City Polytechnic

University(QCPU) have a second highest frequency of 23 or 14.84%, lastly Pamantasan ng Lungsod ng Marikina (PLMar) and Taguig City University (TCU) got the lowest frequency of 20 or 12.90%

Table 2 shows that female respondents have highest frequency of 68 or 43.87% it proved that majority of those who are engage in the teaching profession are female, and male respondents have a frequency of 40 or 25.81%, while no response got a frequency of 47 or 30.32%. This shows that a big number of respondents belong to 31-35 of age having a frequency of 25 or 16.13% while the no response had a lowest frequency of 7 Or 4.52%. Highest educational attainment of the respondents shows that majority are with Master's Units having a frequency of 46 or 29.68%, while the rest are: with Doctoral Units 41 or 26.45%; Master's Degree 35 or 22.58%; Doctoral Degree 13 or 8.39% and the lowest is the no response with a frequency of 3 or 1.94%.

**Table 3. Frequency Distribution of the Respondents According to Employment Status, Length of Teaching Experience and Government Examination taken**

<b>Employment Status</b>	<b>f</b>	<b>%</b>	<b>Length of Teaching Experience</b>	<b>f</b>	<b>%</b>	<b>Government examination</b>	<b>f</b>	<b>%</b>
Permanent	42	27.10	1-5 years	57	36.77 %	PRC	58	37.42
Probationary	5	3.22	6-10 years	33	21.29 %	Civil Service Sub-Professional	32	20.65
Temporary	3	1.94	11-15 years	27	17.42 %	Civil Service Professional	20	12.90
Contractual	50	32.26	16-20 years	14	9.03%	no response	45	29.03
Job order	30	19.35	21-25 years	5	3.23%			
no response	25	16.13	26-30 years	4	2.58%			
			31 years above	9	5.81%			
			no response	5	3.23%			
<b>Total</b>	<b>155</b>	<b>100.00</b>	<b>Total</b>	<b>155</b>	<b>100.00</b>	<b>Total</b>	<b>155</b>	<b>100.00</b>

Table 3 revealed that most of the respondents have a contractual status with a frequency of 48 or 30.97% and there are only 36 or 23.23% permanent respondents across the seven Local Universities and Colleges; no response had 25 or 16.13%; job order 27 or 17.42% while temporary had a lowest frequency of 1 or 0.65%. It also shows that most of the teacher-respondents have a teaching experience of 1-5 years with a frequency of 57 or 36.77% indicating that majority of the respondents are newly graduate, new in the institution or still young; 6-10 years of teaching experience had 33 or 21.29%; 11-15 years of teaching experience had 27 or 17.42%; 16-20 years of teaching experience had 14 or 9.03%; 31 years above of teaching experience had 9 or 5.81%; 21-25 years of teaching experience had 5 or 3.23% and lastly 26-30 years had a lowest frequency of 4 or 2.58%. Furthermore, there were 58 respondents or 37.42% have a government examination of PRC, 20 respondents or 12.90% have a government examination of civil service professional; and there were 94 respondents or 32.30% who had no response indicated in this item. Results were indicative that majority of the faculty members were a license teacher as prescribed by the CHED and civil service.



## 2. The perception of the faculty members about 3C'S

**Table 4. The Respondents' Perception about 3C'S in terms of Co-ownership and Co-Operation and Co-Sharing**

Co- ownership	Weig hted Mean	Verbal inter- preta- tion	Co- operation	Weig hted Mean	Verbal inter- preta- tion	Co- sharing	Weight ed Mean	Verbal inter- preta- tion
1. The officials or administrator, faculty and personnel manifest ownership of the school.	3.16	Mod-erately Agree	1. Majority of the school operation is delegated to the Admin-istrators and execu-tive offi-cials. Employees. Faculty and subordinate were mere doer of their as-signed task.	3.49	Mod-erately Agree	1. The School shares its income and bene-fits to its employees through additional bonuses and bene-fits aside from the mandatory benefits required by the law.	2.53	Mod-erately Agree
2. The school de-velops pro-grams like built-operate-transfer de-velopment or joint-venture projects opening "opportuni-ties" to oth-er agen-cy/ies the good and welfare of others.	2.90	Mod-erately Agree	2.The oper-ation of the School is a responsibil-ity of every-one. The cooperation of the sub-ordinates and supe-rior is es-sential for the institu-tions' oper-ation and welfare.	3.67	Agree	2. The school re-cognizes the power of the em-ployees and open its door to welcome the repre-sentation of the em-ployees to the board for power-sharing.	2.50	Disag-ree
3. The	2.32	Disag-	3. The	3.38	Mod-	3. The	2.46	Disag-

Co-ownership	Weighted Mean	Verbal interpretation	Co-operation	Weighted Mean	Verbal interpretation	Co-sharing	Weighted Mean	Verbal interpretation
school is open to any qualified investor for privatization.		ree	school creates committees with the employees and administrators for cases where the cooperation of the employees are needed.		erately Agree	school is liable for its productive operation.		ree
			4. The school is essentially responsible for the operation. However, the school is open to unsolicited interactive Co-operation of employees.	3.08	Mod-erately Agree			
<b>Weighted Mean</b>	<b>2.81</b>	<b>Mod-erately Agree</b>	<b>Weighted Mean</b>	<b>3.51</b>	<b>Agree</b>	<b>Weighted Mean</b>	<b>2.50</b>	<b>Disag-ree</b>
<b>Grand Weighted Mean</b>							<b>2.95</b>	<b>Mod-erately Agree</b>

Table 4 shows the perception of the respondents on 3C'S as to co-ownership. Respondents' prevalent perception pertain to employees manifestation of schools' ownership (Weighted Mean=3.16) rate "agree", and engagement of the school pertaining to corporate social responsibility was on the second rank (Weighted Mean=2.90). While school is open to any qualified investor for privatization (Weighted Mean=2.32) "disagree" is the lowest and reflecting that it is not a priority of the institution. The grand weighted mean is 2.81 "agree". Having a high regard to manifestation of

schools' ownership shows that respondents value the institution as their own, which reflect a love and concern to schools.

As to co-operation, the outcome is indicative that cooperation among subordinates and superior is healthy (Weighted Mean=3.67) "agree". While administrator and executive as the performer of major task, and faculty and subordinates are mere does of the assigned job (Weighted Mean=3.49). On the other hand, creation of committee with the employees and administrator cooperation (Weighted Mean=3.38). Lastly, sole responsibility of school for its operation and school is open to unsolicited inter-active co-operation of employees (Weighted Mean=3.08) "agree". Grand weighted mean is 3.51 "agree".

These findings concur with the concept of unity that an effective organization is constantly involved in establishing and maintaining co-operation among employees which reflects a sound school culture.

On the perception of the respondents on 3C'S as to co-sharing, indicators 2& 3 were rated "agree" with a grand weighted Mean 2.50 and 2.46 respectively. Respondents perceived that employees, school share it income and benefits to employees aside from the mandatory required by the law (Weighted mean=2.53). The grand weighted mean for co-sharing is 2.50 rate "disagree". Since there is a high regard on the employees representation in the board for power-sharing, this concept is align with the idea of Hoy pertaining to the openness of an institution. Furthermore, this concept states that a healthy organizational culture open its door to solicited and unsolicited advice of stakeholders for school improvement.

The highest among the three domains measured is co-operation with weighted mean of 3.51, followed by co-ownership with weighted mean of 2.81, and the lowest mean of 2.50 for co-sharing, and a grand weighted mean of 2.95.

This result conforms with the findings of Hooley (2013) that faculty, administrative staff, and administrator must learn to share responsibility for the success and failure of the organization, analyze what went wrong, and learn from the mistakes. Once employees get involved on all of these different levels, employees may say they take co-operation of the problems or success happen in the organization and begin to think and act pro-actively. Having a Moderately 3C'S among schools in general, shows that philosophy in school were known, and good things that might have seen and quite accepted by the respondents. Moreover, institutional philosophy is extremely important for its efficient operation and should be known not only to top management, but also to the extent possible, down to the lowest level of employee. Soriano and Nehrt (2007) mentioned that every part of the organization should be an expression of the philosophy, purpose and policies of the institution, or it is meaningless and redundant.

### **3. The perception of the faculty members about school effectiveness.**

Table 5 reveals the perception of the respondents on school effectiveness as to Meeting the needs and aspirations of the present employees. Strengthening of employee's participation in institutional development, rated "effective" the highest weighted mean of 2.63 followed by Commitment to a planned academic freedom as to the perception of the respondents, with a weighted mean of 2.60 rated "effective", then employee's rights reform with a weighted mean of 2.57 rated "effective", and lastly employees a stake in development, was perceived to be as not given much attention by the school with a lowest weighted mean of 2.56 rated "effective". The grand weighted mean is 2.59 rated "effective". Progressivism philosophy of education the proponent of academic freedom was prevalent in this result. As an educational institution, it is a mandate to abide in pragmatic education to always exercise an academic freedom to all the stake holders of the institution.

**Table 5. The Respondents' Perception about School Effectiveness in terms of Meeting the Needs and Aspirations of the Present Employees, Fleshing Up with Programs, Projects and Inputs and Envisioning the Development Planning**

Meeting the needs and aspirations of the present employees	Weighted Mean	Verbal interpretation	Fleshing up with programs, projects and inputs	Weighted Mean	Verbal interpretation	Envisioning the development planning	Weighted Mean	Verbal interpretation
1. Employees' rights reform.	2.57	Effective	1. Strengthening of employee's Participation in school program.	2.78	Effective	1. Developing an educated workforce.	2.70	Effective
2. Strengthening of employee's participation in institutional development.	2.63	Effective	2. Providing employees the opportunity to acquire exclusive rights in decision making.	2.52	Effective	2. Comprehensive human development.	2.68	Effective
3. Commitment to a planned academic freedom.	2.60	Effective	3. Encouraging a high saving rate for budget.	2.47	Less Effective	3. Reduction of employee's inequality.	2.63	Effective
4. The employees a stake in development.	2.56	Effective						
<b>Weighted Mean</b>	<b>2.59</b>	<b>Effective</b>	<b>Weighted Mean</b>	<b>2.59</b>	<b>Effective</b>	<b>Weighted Mean</b>	<b>2.67</b>	<b>Effective</b>
<b>Grand Weighted Mean</b>							<b>2.61</b>	<b>Effective</b>

With regards to Fleshing up with programs, projects and inputs, it revealed a grand weighted mean of 2.59 (effective). The respondents perceived that employees participation in school program is strengthened with a highest weighted mean of 2.78 (effective), followed by providing employees the opportunity to acquire exclusive rights in decision making with the lowest weighted mean of 2.52 (effective), and encouraging a high saving rate for budget with a weighted mean of 2.47 (less effective), with a general rate of being effective. Having this result, the fact showed that Local Universities and Colleges (LUC's) encourage workers participation in school program and welcome the representation of the employees. Independent rights to decide pertaining to their own welfare as employee should also be given to them, most especially the administrative personnel. Furthermore, according to Villaluz (2014) participative leadership allows subordinates to influence the decisions of their superiors and can result to increased motivation.

On school effectiveness as to Envisioning the development planning, this aspect of school effectiveness would show the common views of the respondents with a close weighted mean in all areas having a highest weighted mean 2.70 (effective) where respondents perceived that school is giving attention in developing an educated workforce. Next is comprehensive human development with a weighted mean of 2.68 (effective). Lastly, reduction of employee's inequality was not rated well by respondents with the lowest mean of 2.63 (effective). The overall grand weighted mean is 2.67 (effective). Employees' inequality or discrimination has been a widespread problem worldwide. Based on the book Educational Administration by Lunenburg (2012) there are several types of discrimination: Race and Gender Discrimination; Discrimination Based on Disabilities; Age Discrimination, Religious Discrimination; and Maternity Discrimination. In order to remove the instances of discrimination, law makers with aid of educational leaders formulated a law protecting the welfare of employees to any form of discrimination and these laws are as follows: Civil rights Act of 1964; Education Amendments of 1972; Rehabilitation Discrimination Act of 1973; Equal pay act of 1964; Age Discrimination Act of 1986; Pregnancy Discrimination Act of 1978; American Disabilities Act of 1990. These laws were all made to establish equal protection of employees. In the Philippine settings, laws about discrimination are somehow violated by Filipino practices pertaining to: "pakikisama"; "kamag-anak system", "kumpadre system"; and "paki-usap system". Eventually, all of these make a highly politicize and unhealthy institutional culture in terms of employees' treatment and hiring.

The overall summary of perception of school effectiveness among the three dimension shows that envision the development planning got the highest weighted mean of 2.67 (effective), and meeting the needs and aspirations of the present employees and fleshing up with programs, projects and inputs have a common weighted mean of 2.59 (effective). The overall grand weighted mean of 2.61 (effective).

Comparative result align with the concept of the expert, that school should be effective in equipping employee with the necessary seminars and trainings in order to carried out the best possible services it can rendered to the client. However, social responsibility of the institution must be given much attention. According to Ignacio, an economic expert, he proposed that in order to understand more clearly the social responsibility of an institution, one should abandon the traditional notion of the "invisible hand" that is pursuing the self-interest, the institution should necessarily promote common good.

#### **4. The perception of the faculty members about the transformational leadership style of school administrators**

**Table 6. The Respondents' Perception about Transformational Leadership Style of School Administrators in terms of Pronouncing Vision and of Providing Ideal**

<b>Pronouncing Vision</b>	<b>Weighted Mean</b>	<b>Verbal interpretation</b>	<b>Providing Ideal</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
1. My superior excites subordinates with vision of what we may be able to accomplish if we work together as a team.	3.06	Moderately Empowered	1. My superior has both the capacity and the judgment to overcome most obstacles	3.01	Moderately Empowered
2. My superior provides for our participation in the process of developing school goals and mission.	3.14	Moderately Empowered	2. My superior commands respect from everyone on the employee.	3.05	Moderately Empowered
3. My superior encourages employees to participate when it comes to Decision-making time, and try to implement their ideas and suggestions.	3.02	Moderately Empowered	3. My superior leads by "doing" rather than simply by "telling".	3.01	Moderately Empowered
4. My superior gives its subordinates a sense of overall purpose for its leadership role.	2.97	Moderately Empowered	4. My superior encourages his/her employees to be creative about their job.	3.08	Moderately Empowered
5. My superior symbolizes success and accomplishment within the profession of education.	3.13	Moderately Empowered	5. My superior counseling his/her employees to improve their performance or behavior.	3.06	Moderately Empowered
			6. My superior provides good models for subordinates to follow.	3.04	Moderately Empowered
<b>Grand Weighted Mean</b>	<b>3.06</b>	<b>Moderately Empowered</b>	<b>Grand Weighted Mean</b>	<b>3.04</b>	<b>Moderately Empowered</b>

Table 6 reveals the perception of the faculty-respondents on transformational leadership style of school administrators as to pronouncing vision and as to providing ideal which is moderately empowered with a grand weighted mean of 3.06 and 3.04 respectively.

In support to these findings, Arcadio (2010) examined the focal variables of leadership behavior and organizational structure and processes in order to understand how five schools are created and sustained. The study concluded that the following leadership behavior helps create and sustain high performance: strong commitment to the school vision-mission and constant and vigorous efforts to align the faculty and staff and to motivate and inspire them towards vision-mission; strong and broad academic background of classroom and administrative experience.

The power possessed by leaders is important in motivating, influencing and encouraging subordinates, peers, and superiors and individual inside and outside the organization. The need to revitalize and reinvent organization had led to increasing interest in the ability of leaders to encourage subordinates in encourage the subordinates to take part in the development of school goal and mission. Furthermore, in the study of Stronge (2008) effective leadership set the direction and influences members in the organization to work together towards meeting organizational goal, by providing support, challenging employees to their own practices and surpass in a more creative manner in serving to the clients, and securing best practices.

**Table 7. The Respondents' Perception about Transformational Leadership Style of School Administrators in terms of Raising Acceptance of Goals and of Personalized Support**

Raising Acceptance of Goals	Weighted Mean	Verbal interpretation	Personalized Support	Weighted Mean	Verbal interpretation
1. My superior encourages subordinates to work toward the same goals.	3.07	Moderately Empowered	1. My superior provides for extended training to develop my knowledge and skills relevant to being a member of the school employee.	2.98	Moderately Empowered
2. My superior uses problem solving activities with the subordinates to generate school goals.	2.92	Moderately Empowered	2. My superior closely monitor the schedule to ensure a task or project will be completed in time by the employees.	3.06	Moderately Empowered
3. My superior works towards whole employee's consensus in establishing priorities to school goals.	2.91	Moderately Empowered	3. My superior provides necessary resources to support the implementation of the school's program.	2.91	Moderately Empowered
4. My superior provides information that helps me think of ways to imple-	3.02	Moderately Empowered	4. My superior honor other people's boundaries.	3.01	Moderately Empowered

Raising Acceptance of Goals	Weighted Mean	Verbal interpretation	Personalized Support	Weighted Mean	Verbal interpretation
ment the school's program.					
			5. My superior treats me as an individual with unique needs and expertise.	3.03	Moderately Empowered
			6. My superior behaves in a manner thoughtful of my personal needs.	2.97	Moderately Empowered
<b>Grand Weighted Mean</b>	<b>2.98</b>	<b>Moderately Empowered</b>	<b>Grand Weighted Mean</b>	<b>2.99</b>	<b>Moderately Empowered</b>

Table 7 shows the perception of the respondents on transformational leadership style of school administrators as to raising acceptance of goals and as to personalized support which were rated "Moderately empowered" by all respondents with an overall grand weighted mean of 2.98 and 2.99. Conversely, coordination of work toward achieving common goals obtained the highest mean of 3.07. On the other hand, in the findings of Langely and Jacobs (2014) study, in a successful school, administrators aren't threatened by the wisdom of others; instead they cherish it by sharing to subordinates both the faculty and administrative employee. The administrator of successful school is not an instructional leader, but educational leader who mobilizes the expertise, talent and care for others. He/she is also the person who symbolizes, support, distribute and coordinate with faculty and administrative employee towards attaining common goal. Furthermore, providing support for effective functioning team, the administrator ensures that the faculty and administrative staff have skills and understanding to participate effectively in team. These skills include: defining a purpose and setting measurable goal, creating norms for operation, setting agenda, and assigning task. The administrator also gives ongoing feedback to teams, supporting and encouraging team work.

Moreover, indicator numbers 2&5 with regards to personalized support got the highest weighted mean of 3.06 and 3.03 respectively showing that from the leadership of their school administrator, the employees have general felt that they are taken for their individual uniqueness and capacity. This findings support the organizational management concept, in which leaders place primary emphasis on good feelings and needs among employees which balancing the need to get work done with the maintaining morale of people.

**Table 8. The Respondents' Perception about Transformational Leadership Style of School Administrators in terms of Rational Motivation and of Plotting Great Anticipations**

Rational Motivation	Weighted Mean	Verbal interpretation	Plotting Great Anticipations	Weighted Mean	Verbal interpretation
1. My superior regularly encourages subordi-	2.94	Moderately Empo-	1. For my superior nothing is more important	2.97	Moderately Empo-



<b>Rational Motivation</b>	<b>Weighted Mean</b>	<b>Verbal interpretation</b>	<b>Plotting Great Anticipations</b>	<b>Weighted Mean</b>	<b>Verbal interpretation</b>
nates to evaluate our progress toward achievement of school goals.		wered	than accomplishing a goal or Project will be completed in time by the employees.		wered
2. My superior takes my opinion into consideration when initiating actions that affects my work.	2.97	Moderately Empowered	2. My superior makes every employees feel and act like leaders.	2.86	Moderately Empowered
3. My superior encourages us to break a large job into small manageable.	2.89	Moderately Empowered	3. My superior wants us to easily carry out several complicated tasks at the same time.	2.87	Moderately Empowered
4. My superior challenges me to re-examine some basic assumptions I have about my work in the school.	2.92	Moderately Empowered	4. My superior encourages us to read articles, books, and journals about training.	2.86	Moderately Empowered
5. My superior stimulates me to think about what I am doing for the school's client.	2.96	Moderately Empowered	5. My superior insist only the best performance for his/her subordinates.	2.88	Moderately Empowered
			6. My superior shows us that there are high expectations for the school employees as professionals.	2.95	Moderately Empowered
			7. My superior encourages us to enjoy analyzing problems with my co-employees.	2.93	Moderately Empowered
			8. My superior does not settle for second best in the performance of our work.	2.94	Moderately Empowered
<b>Grand Weighted Mean</b>	<b>2.95</b>	<b>Moderately Empowered</b>	<b>Grand Weighted Mean</b>	<b>2.91</b>	<b>Moderately Empowered</b>

Table 8 gives a result about the perception of the respondents on transformational leadership style of school administrators as to rational motivation and as to plotting great anticipation. There is unanimous response of “Moderately empowered” to all indicators in rational motivation and plotting great anticipations with an overall grand weighted mean of 2.95 and 2.91 respectively.. Among the indicators numbers 2&5 (rational motivation) got the highest weighted mean of 2.97 and 2.96 respectively. This reveals that administrator challenges employees to go over some of the assumptions about their job and think again how it can be performed in a better way.

In line with the principle of Villaluz (2014) educational leadership as the work of school managers to motivate other to take action to attain educational objectives. This involves the task of the school manager to create the conditions that will help people find satisfaction in their educational endeavor. The power to lead derives from the goals people accept, from the meaning people see in work they do. To the extent the leaders helps the people find challenge, self-fulfillment and accomplishment in doing their tasks, they will take willing and enthusiastic action. On the other hand, sometimes it involves setting challenging goals, seeking improvement of performance, and having confidence that subordinates will follow achieve high goals.

As to plotting great anticipations the eight indicators got a common rank of “Moderately empowered” from the respondents with a close related Weighted Mean range 2.86 – 2.97 and an overall grand weighted mean of 2.91. While indicator item number one has the highest mean rating of 2.97 revealing that school administrators have a best expectations from the employees’ to accomplish task at a given period of time. This finding shows that administrator as educational leaders have a strong confidence and treat their employees as professional and eventually presume the best from them that they are capable of accomplishing every given task with the best performance.

**Table 9. Summary of Perception on Transformational Leadership Style of School Administrators**

<b>Transformational Leadership Style Domain</b>	<b>weighted</b>	<b>Verbal Interpretation</b>
Pronouncing vision	3.06	Moderately Empowered
Providing ideal	3.04	Moderately Empowered
Raising acceptance of goals	2.98	Moderately Empowered
Personalized support	2.99	Moderately Empowered
Rational motivation	2.95	Moderately Empowered
Plotting great anticipations	2.91	Moderately Empowered
<b>Grand weighted Mean</b>	<b>2.99</b>	<b>Moderately</b>

The overall summary of the perception on transformational leadership style of school administrators by the respondents got an overall grand weighted mean of 2.99. Among the six domains, pronouncing vision had the highest weighted mean of 3.06. While providing ideal had a weighted mean of 3.04; raising acceptance of goals had a weighted mean of 2.98; personalized support had a mean of 2.99; rational motivation had a mean of 2.95. Then the least is plotting great anticipations with a weighted mean of 2.91.

Result shows that there is a moderately level of perceived transformational leadership style of school administrators in all domains among the respondents school, it shows that effort exerted by the school administrator to realize school goals was not highly seen by the respondents. Comparative to the concept of Yuki (2006) leadership is a process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual collec-

tive efforts to accomplish shared objectives. It is also necessary to help organization develop a vision of what they can be, then mobilize the organization change toward vision.

### 5. The perception of the faculty members about the Empowerment Practices

**Table 10. The Respondents' Perception about School Empowerment Practices in terms of Participative Decision Making and of Professional Development**

Participative Decision Making	Weighted Mean	Verbal Interpretation	Professional Development	Weighted Mean	Verbal Interpretation
1. I am given the responsibility to monitor programs.	3.35	Moderately Agree	1. I function in a professional environment.	3.62	Agree
2. I make decisions about the implementation of new programs in the school.	3.07	Moderately Agree	2. I am treated as a professional.	3.60	Agree
3. I am involved in the making decision about the selection of other employee in my school.	2.85	Moderately Agree	3. I have the opportunity for professional growth.	3.57	Agree
4. I am involved in school budget decisions.	2.65	Moderately Agree	4. I work at a school where students come first.	3.61	Agree
5. I am given the opportunity to teach other employees.	2.95	Moderately Agree	5. I am given the opportunity to continue learning.	3.61	Agree
6. I can determine my own schedule.	3.16	Moderately Agree	6. I have the opportunity to collaborate with other co-employees in my school	3.73	Agree
7. My superior, other co-employees solicit my advice	3.20	Moderately Agree			
8. I can plan my own schedule.	3.20	Moderately Agree			
9. My advice is solicited by others.	3.26	Moderately Agree			
10. I have the opportunity to teach other employee about innovative ideas.	3.25	Moderately Agree			
<b>Grand Weighted Mean</b>	<b>3.10</b>	<b>Moderately Agree</b>	<b>Grand Weighted Mean</b>	<b>3.63</b>	<b>Agree</b>

Table 10 reveals the perception of the respondents on school empowerment practices as to participative decision making and as to Professional development. Of all the ten indicators in participative decision making, no. 1 obtained the highest Weighted Mean (3.35) with a verbal interpretation of “moderately agree” as perceived by respondents believing that they are given the responsibility to monitor programs. While the rest of the other indicator got a rank of “agree” also, but respondents believed that they are not involved in budget decision with lowest mean of 2.65. Employees’ empowerment is one avenue as an aid for school development. Empowerment strives for excellence, allows people to take risk, and provides support for people. Even when there is a team spirit, people will not put their neck on the line if they do not feel safe about doing so. It also requires the absence of bureaucracy that dampens initiative. Furthermore, self-directed work, team management, flat organization, and autonomy are some ways to support empowerment Ornstein (2012).

On the other hand, with regards to the perception of the respondents on school empowerment practices as to professional development, all indicators have a rank “agree” with a grand weighted mean of 3.63 respondents perceived that they function in a professional environment, treated as professional, and collaborate with other co-employees” with a weighted mean of 3.73 & 3.62 respectively as the two highest. In the other hand, indicator 2 was rated “agree” low weighted mean of 3.57. This result harmonize with the study of Luningo (2015), findings shows that professional development provided by the institution made their employees develop and grow in profession. Furthermore, it resulted into a better performance. Moreover, many educational reforms involve a movement toward employee empowerment tapping on increase for employees’ participation in decision that affect their own work and career (Levine, 2008).

**Table 11. The Respondents’ Perception about School Empowerment Practices in terms of Employment Condition and of Self-worth**

Employment Condition	Weighted Mean	Verbal interpretation	Self-Worth	Weighted Mean	Verbal interpretation
1. I believe that I have earned respect.	3.91	Agree	1. I believe that I am helping my students to become independent	4.23	Agree
2. I believe that I am very effective	3.90	Agree	2. I believe that I am empowering students.	4.11	Agree
3. I have the respect of my colleagues.	4.05	Agree	3. I believe that I am involved in an important program for students.	4.11	Agree
4. I have the support of my colleagues	4.12	Agree	4. I see students learn.	4.15	Agree
5. I have a strong knowledge base in the areas in which I am assigned.	4.12	Agree	5. I believe that I have the opportunity to grow by working daily with students.	4.13	Agree
6. I believe that I am good at what I do.	4.05	Agree	6. I perceive that I am making difference.	4.13	Agree
<b>Grand Weighted Mean</b>	<b>4.02</b>	<b>Agree</b>	<b>Grand Weighted</b>	<b>4.15</b>	<b>Agree</b>

Table 11 shows the perception of the respondents on school empowerment practices as to employment condition and as to self-worth. The respondents have a unified perception about employment condition with a rank “agree” with an overall grand weighted mean of 4.02 and the same with self-worth. Indicative that empowerment practices in terms of employment condition and of self-worth seems to be sound in the institution of the respondents.

In the context of wide coverage of empowerment; involving employee in school governance, granting new respect to employee working conditions, higher salary, control of profession, and increasing employees autonomy and professionalism. Employment conditions are an integral aspect of employees’ working lives, and to a large extent, they shape the context of employees’ daily experiences. Feedback on employees’ working condition is one aspect to be considered in schools’ goal to improve quality of employment because this concern, directly affect employees’ satisfaction, retention, and commitment (Lunenburg, 2012).

With self-worth, results imply that respondents’ sense of fulfillment, commitment in doing their job and confidence on their competencies. Effective teacher make student success pivotal to their work, and accordingly, pay attention to communicate about instruction, curriculum, and student mastery of learning objectives, and are visible in the school. Learning to occur throughout the organization, and teacher need to become participants in the learning process in order to shape and encourage the implementation of effective learning models in their schools (Stronge, 2008).

**Table 12. The Respondents’ Perception about School Empowerment Practices in Terms of Independence and of Influence**

<b>Independence</b>	<b>Weighted Mean</b>	<b>Verbal interpretation</b>	<b>Influence</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
1. I have control over daily schedules.	3.53	Agree	1. I believe that I have the ability to get things done.	3.79	Agree
2. I am able to work as I do.	3.73	Agree	2. I participate in employee’s development program.	3.64	Agree
3. I have the freedom to make decision on what is taught.	3.66	Agree	3. I believe that I am having an influence.	3.70	Agree
4. I make decisions about curriculum.	3.24	Moderately Agree	4. I am a decision maker.	3.72	Agree
			5. I perceive that I have the opportunity to influence others.	3.69	Agree
			6. I perceive that I have an impact to other employees and students.	3.89	Agree
<b>Grand Weighted Mean</b>	<b>3.54</b>	<b>Agree</b>	<b>Grand Weighted Mean</b>	<b>3.74</b>	<b>Agree</b>

Table 12 shows the perception of the respondents on school empowerment practices as to independence and as to influence. The respondents' assessed almost all independence indicators with a moderate regard as showed in the verbal interpretation of "agree" with an overall grand weighted mean of 3.54, except for indicator number 4 rank "moderately agree" with a weighted mean of 3.24. Furthermore, respondents believed that they were given the autonomy pertaining to control over daily schedules, work as they do and a freedom to teach in their own style as faculty. On the other hand, respondents perceived that they cannot make decision about curriculum. According to Stronge (2008) sharing leadership is an empowerment practices where principals collaborate with teachers to evaluate issues related to curriculum, instruction and assessment.

As to influence, the whole responses "agree" in all the aspects of influence as one of the empowerment practices of the school with an overall grand weighted mean of 3.74. Respondents perceived that they have an impact to other employees and students, obtained the highest weighted mean (3.89). Furthermore, result exhibit that respondents possess the quality of a reliable or responsible workers who have the ability to get things done. In line with the study of Mees (2008) the process of influencing others is to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective effort to accomplish shared objectives.

**Table 13. Summary of Perception on School Empowerment Practices**

<b>School Empowerment Practices</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Participative decision making	3.10	Agree
Professional development	3.63	Agree
Employment condition	4.02	Agree
Self-worth	4.15	Agree
Independence	3.54	Agree
Influence	3.74	Agree
<b>Grand Weighted Mean</b>	<b>3.69</b>	<b>Agree</b>

Table 13 reveals the summary of the perceived empowerment practices experienced by the employees. The overall perception is agree or moderate with an overall grand weighted mean of 3.69. However, respondents have agreeable experiences as to participative decision making with a lowest mean of 3.10. As a part of the literature in this study confirms that true empowerment extends well beyond participative decision making and professional development; it involves the other aspect in the alleviation of the employees. Furthermore, empowerment requires the leader's trust and respect for employees, support staff development, support for employees' decision, and adequate allocation of time for the development of collaborative relationship among employees.

#### **6. The perception of the faculty members about job satisfaction**

Table 14 shows the perception of the respondents on job satisfaction as to salary and as of promotion. A majority of the respondents "moderately agree" on the level of satisfaction with an overall grand weighted mean of 3.24. On the other hand, indicator no. 2 had a highest mean of 3.40 in the aspect of raise in salary is to slow. This further indicates that respondent is not satisfied with the salary increment policy of their institution. Also, it is evident that employees feel unappreciated by the school when they think about the compensation they receive. These findings coincide with scientific management theory that money was the only incentive, later other incentive also became prevalent like working conditions, security and a more democratic style of supervision. It is very important to have a well-managed remuneration system in place, fair and reasonable reward is essential and very important for good morale.

**Table 14. The Respondents' Perception about Job Satisfaction in terms of Salary and of Promotion**

Salary	Weighted	Verbal interpreta-	Promotion	Weighted	Verbal interpreta-
1. I feel I am being paid a fair amount for the work I do.	3.35	Moderately Agree	1. There is really too little chance for promotion on my job.	3.35	Moderately Agree
2. Raise in salary is too slow	3.40	Moderately Agree	2. Those who do well on the job get fair chance of being pro-	3.00	Moderately Agree
3. I feel appreciated by the school when I think about my salary.	3.19	Moderately Agree	3. People get promoted here as fast as they do in other plac-	2.68	Moderately Agree
4. I feel satisfied with my chances for salary increas-	3.29	Moderately Agree	4. I am satisfied with my chances of promo-	2.91	Moderately Agree
<b>Grand Weighted Mean</b>	<b>3.24</b>	<b>Moderately Agree</b>	<b>Grand Weighted Mean</b>	<b>2.99</b>	<b>Moderately Agree</b>

**Table 15. The Respondents' Perception about Job Satisfaction in terms of Promotion and of Supervision**

Promotion	Weighted	Verbal interpreta-	Supervision	Weighted	Verbal interpre-
1. There is really too little chance for promotion on my job.	3.35	Moderately Agree	1. My supervisor is quite competent in doing his/her job.	3.46	Moderately Agree
2. Those who do well on the job get fair	3.00	Moderately Agree	2. My supervisor is fair to me.	3.63	Agree
3. People get promoted here as fast as they do in other places.	2.68	Moderately Agree	3. My supervisor shows too little interest in the feelings of subordinates.	3.15	Moderately Agree
4. I am satisfied with my chances of	2.91	Moderately Agree	4. I like my immediate supervisor.	3.39	Moderately Agree
<b>Grand Weighted Mean</b>	<b>2.99</b>	<b>Moderately Agree</b>	<b>Grand Weighted Mean</b>	<b>3.41</b>	<b>Moderately Agree</b>

Table 15 reveals the perception of the respondents on job satisfaction as to promotion and as to supervision. As to promotion, "there is really too little chance for promotion on my job" had a highest weighted mean of 3.35 from the respondents showing that promotion is rarely granted or not well practice, which is further supported by lowest weighted mean of 2.68 that employees are promoted fast as they do in the other school or institution. Promotions are also an important aspect of a worker's career and life, affecting other facets of the work experience. They constituent an important aspect of workers' labor mobility, most often carrying substantial wage increase and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Firm can use promotions as a reward for highly productive workers, creating an incentive for

workers to exert greater effort. Furthermore, promotion will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself. Otherwise, firms would simply use pay increases to reward effort and productivity. Career advancement influences worker behavior and attitudes, such as motivation and organizational commitment, particularly in case of stable employment (Kosteas, 2006)

On job satisfaction as to supervision, respondents are satisfied on the fairness of their superior as this showed on the verbal interpretation of “agree” on indicator 2 with a weighted mean of 3.63. However, respondents perceived that their superior is not concern about how they feel with a lowest weighted mean of 3.15. The quality of supervision tends to affect the level of job satisfaction, and social relationship with the work group (Armstrong, 2006).

**Table 16. The Respondents’ Perception about Job Satisfaction in terms of Benefits and of Reward**

<b>BENEFITS</b>	<b>Weighted</b>	<b>Verbal interpretation</b>	<b>REWARD</b>	<b>Weighted</b>	<b>Verbal interpretation</b>
1. I am satisfied with the benefits I receive.	2.95	Moderately Agree	1. When I do a good job, I receive the recognition for it that I should receive.	2.82	Moderately Agree
2. The benefits we receive are as good as most other school/ or-	2.78	Moderately Agree	2. I do feel that the work I do is appreciated.	2.95	Moderately Agree
3. The benefits package we have is equitable.	2.66	Moderately Agree	3. There are few rewards for those who work here.	3.10	Moderately Agree
4. My school/organization gives other extra benefits aside from what is pre-	2.60	Moderately Agree	4. I don’t feel my efforts are rewarded the way they should be.	3.01	Moderately Agree
<b>Grand Weighted Mean</b>	<b>2.75</b>	<b>Moderately</b>	<b>Grand Weighted Mean</b>	<b>2.97</b>	<b>Moderately</b>

Table 16 gives the perception of the respondents on job satisfaction as to benefits and as to rewards. Respondents “moderately agree” that they are simple satisfied with the benefits and of the rewards they received with an overall grand weighted mean of 2.75 and 2.97 respectively. Given these, they “moderately agree” with the extra benefits aside from what is prescribed by the law with a weighted mean of 2.60. With the results, it can be viewed that respondents’ benefits are just fair, but not too satisfying at all. In line with the concept of Jackson (2008) benefits contribute strongly to job satisfaction and they must be competitive, which means they must be close to what their employers are providing and what believe to be fair and consistent with their capabilities, experience, and performance.

Moreover, the feeling of few rewards given to the effort is ranked number one by respondents with a weighted mean of 3.10 as the most prevailing based on the result. While respondents perceived that they do get the appreciation about their work with a lowest weighted mean of 2.82. The reward and recognition programs serve as the most contingent factor in keeping employees’ self-esteem high and passionate. Commitment of all employees is based on reward and recognition.



Most of organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. (Danish and Usman, 2010)

**Table 17. The Respondents' Perception about Job Satisfaction in terms of Conditions and of Co-employees**

Conditions	Weighted	Verbal interpre-	Co-employees	Weighted	Verbal interpreta-
1. Many of our rules and procedures make doing a good job.	3.04	Moderately Agree	1. I like the people I work with.	3.64	Agree
2. My effort to do a good job are guided by fair practice.	3.12	Moderately Agree	2. I have to work easier at my job because of the competence of people I	3.12	Moderately Agree
3. I have too much to do at work.	3.22	Moderately	3. I enjoy working with my co-employees.	3.56	Agree
			4. There is little bickering and fighting at work.	2.84	Moderately Agree
<b>Grand Weighted Mean</b>	<b>3.13</b>	<b>Moderately</b>	<b>Grand Weighted Mean</b>	<b>3.29</b>	<b>Moderately</b>

**Table 18. The Respondents' Perception about Job Satisfaction in terms of Work-itself**

Work Itself	Weighted	Verbal interpre-	Communication	Weighted	Verbal interpre-
1. I feel my job is meaningful.	2.66	Moderately Agree	1. Communications seem good within this	3.30	Moderately
2. I like doing the things I do at work.	3.68	Agree	2. The goal of this school are clear to me.	3.33	Moderately
3. I feel sense of pride in doing my job.	3.75	Agree	3. Work assignments are fully explained.	2.85	Moderately
4. My job is enjoyable.	3.78	Agree			
<b>Grand Weighted Mean</b>	<b>3.46</b>	<b>Moderately Agree</b>	<b>Grand Weighted Mean</b>	<b>3.15</b>	<b>Moderately</b>

Table 17 reveals the perception of the respondents on Job satisfaction as to Conditions and as to Co-employees are both “moderately agree” with an overall grand weighted mean of 3.13 and 3.29 respectively. This would reflect that respondents have a close related perception regarding condition in their respective school. Work conditions are an integral aspect of employees’ working lives, and to a large extent, they shape the context of employees’ daily experiences. Feedback on employees’ working condition is one aspect to be considered in schools’ goal to improve quality of employment because this concern, directly affect employees’ satisfaction, retention, and commitment (Lunenburg, 2012).

As to co-employees, it shows to have two “agree” on indicators 1&3 and two other “moderately agree” on indicators 2&4. It reflects that respondents are just satisfied working and dealing with co-employees with had a highest weighted mean 3.56. However, there is a little bickering and fighting at work got the lowest mean of 2.84. Collegial Support and interaction appear to influence employee job satisfaction and retention.

Table 18 reveals the perception of the respondents on job satisfaction as to work itself is “agree” except for indicator 1. Respondents perceived that they like the things that do, they enjoy with the highest grand weighted mean (3.78) and feel a sense of pride in their job which shows satisfaction with weighted mean of 3.75.

Some jobs are considered “good” and others are thought to be “bad”, but not all people agree on which is. People vary considerably in their preferences for particular job features. As a result, some people like some kind of work and others like different kinds of job. Matching people with jobs they like and fit can be a challenge. If people do not fit their jobs well, they are more likely to look for other employment (Mathis and Jackson, 2008).

Table 19 reveals the perception of the respondents on job satisfaction as to communication is “moderately agree”. This shows that communication process in their institution is working. The respondents see that things are properly communicated in terms of school goal (weighted mean=3.33). While explanation of work assignment mean (2.85) thus exhibiting that they are not properly oriented about task to be done in their work assignment.

Communication is the lifeblood of a school organization. The school administrator can not accomplish any task in the organization without adequate communication. An effective interpersonal communication plan may include measurable goal designed to meet the expectations set forth in the vision that have been established collaboratively by campus personnel (Ballenger, 2007)

**Table 19. Summary of Perception on Job Satisfaction**

<b>Job Satisfaction Domain</b>	<b>Weighted</b>	<b>Verbal</b>
Salary	3.24	Moderately Agree
Promotion	2.99	Moderately Agree
Supervision	3.41	Moderately Agree
Benefits	2.75	Moderately Agree
Reward	2.97	Moderately Agree
Conditions	3.13	Moderately Agree
Co-employees	3.29	Moderately Agree
Work itself	3.46	Moderately Agree
Communication	3.15	Moderately Agree
<b>Grand Weighted Mean</b>	<b>3.15</b>	<b>Moderately Agree</b>

Table 19 reveals the summary of the perceived job satisfaction experienced by the employees. The overall perception is moderately agree or slightly low. This shows that employees have a low satisfaction in all domains. Understanding job satisfaction, it is significant to know what motivates people to work. In the point of view of management expert, there is intrinsic and extrinsic factors that affect employees job satisfaction.

Employees normally expect that people with higher level of job satisfaction may lead to good work life and reduction of stress. Similarly, if employees are highly satisfied with their work, co-workers, pay, and supervision and derive high level of overall job satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied. In order to under-

stand job satisfaction, it is important to comprehend what motivates people to work. The findings relate to the concept that there are intrinsic and extrinsic factors that affect employee job satisfaction. In the context of content theory there is an emphasis on the type of goals and incentive that people endeavor to achieve in order to be satisfied and succeed in job. Many enter in a job for extrinsic factors such as salary, benefits and prestige because it is the simple measure for job satisfaction. Unlike the teachers who enter the teaching profession for intrinsic factors that comes from interaction with students, feeling of successful learning outcomes and relationship with co-workers (Armstrong, 2006).

#### **6. Significant relationship of 3C'S between and among local universities and colleges.**

Results showed that

a. there is a strong positive relationship between school effectiveness and 3C'S; while, transformational leadership style of school administrators, empowerment practices, job satisfaction and 3C'S have moderate positive relationship.

b. 3C'S, transformational leadership style of school administrators and school effectiveness have a strong positive relationship; while job satisfaction and school effectiveness have a moderate positive relationship.

c. There is a moderate positive relationship among dimensions of 3C'S, job satisfaction and transformational leadership style of school administrators; while school effectiveness, empowerment practices, and transformational leadership style of school administrators have a strong positive relationship.

d. There is a strong positive relationship among dimensions of 3C'S, school effectiveness, transformational leadership style of school administrators, job satisfaction and empowerment practices.

e. There is a moderate positive relationship among dimensions of 3C'S, school effectiveness, transformational leadership style of school administrators, and job satisfaction; while empowerment practices, and job satisfaction have a strong positive relationship.

#### **Conclusions**

1. The faculty-respondents assessment of 3C'S in Local Universities and Colleges (LUC's) are agreeable in terms of co-ownership, co-operation, but not in co-sharing. However, co-operation had a good emphasis and prevailing than the two others. On the other hand, the respondents Local Universities and Colleges (LUC's) in general have moderate level of 3C'S in terms of co-ownership, and co-operation while low assessment for co-sharing.

2. There is a moderate level of school effectiveness in Local Universities and Colleges (LUC's) in terms of meeting the needs and aspirations of the present faculty, fleshing up with programs, projects and inputs, and envision the development planning. This further concludes that school effectiveness is slightly effective.

3. The faculty-respondents have slightly moderate assessment on the transformational leadership style of school administrators in Local Universities and Colleges (LUC's) in terms of pronouncing vision, providing ideal, raising acceptance of goal, rational motivation, and plotting great anticipations. On the other hand, pronouncing vision is the prominent among other transformational leadership style of school administrators. However, school administrators in Local Universities and Colleges (LUC's) should give emphases on the enhancement of leadership style.

4. The empowerment practices in the Local Universities and Colleges (LUC's) are assessed to have generally moderately high in all of the areas. Thus proved that there is a slightly good em-

powerment practices in respondents respective Institution, especially in the area of self-worth. However, participative decision making is least provided and has to be given much attention.

5. The faculty-respondents of Local Universities and Colleges (LUC's) are assessed to have slightly moderate level of job satisfaction specifically on areas of salary, promotion, supervision, benefits, reward, conditions, co-employees and communication. This further conclude that respondents have a slight moderate feeling in the respected areas. However, work-itself was assessed to be slightly high, despite of the unsatisfactory feelings about remuneration and other benefits, the respondents are still contented to what they are doing in the work place.

6. It is concluded that there is a significant moderate to strong positive relationship among dimensions of 3C'S, school effectiveness, transformational leadership style of school administrators, empowerment practices, and job satisfaction. These further conclude that all of the null hypotheses have to be rejected.

### **Recommendations**

Based on the conclusions obtained, the following recommendations were suggested:

1. Continuous revisiting and emphasis of school philosophy in the context of 3C'S specifically on co-sharing should be done by school administrators in order to put up more activities and project which will strengthen its mandate to a well treatment and service to the faculty.

2. Intensive implementation of school programs under school effectiveness should be carried out in order to support school philosophy.

3. Association of Local Universities and Colleges should bench mark the best leadership practices and style and give it as enlightenment in a form of seminar to some of the school administrators, most especially to the young one.

4. It is recommended that school administrators give much priority with empowering faculty in participative decision making that will improve the participation of faculty in the several programs of the institution.

5. Local government should prioritize in terms of budget the Local Universities and Colleges in order to meet the job satisfaction of the faculty in terms of salary and benefits. Also, in order to support some school programs such as faculty development.

6. Since that 3C'S is found to have a moderate to strong positive relationship as correlated with all other dimensions, it is recommended that school-respondents' should maintain and enhance their current programs and activities to strengthen more the aspect of school philosophy.

7. An advancement of this study for future researchers that might concentrate on the State Universities and Colleges (SUC's) to have a comparison which among the SUC's have a better status in the aspect of 3C'S.

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