

Influence of Teacher Empowerment and Global Competitiveness on Teaching Competence

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ABSTRACT

Empowered and globally competitive teachers demonstrate higher teaching competence essential for effective and innovative education. This study investigated the influence of teacher empowerment and global competitiveness on teaching competence using a descriptive-correlational research design with regression analysis. The study focused on key dimensions of teacher empowerment, including autonomy, professional development, workload, and access to resources, as well as global competitiveness factors such as technological fluency, international standards, and cultural responsiveness. Teaching competence was evaluated based on knowledge, skills, motivation, professional growth, and self-efficacy. A stratified random sample of 173 secondary school teachers was selected to ensure representation across educational levels and geographic areas. The results revealed no significant differences in teaching competence across demographic variables such as age, educational attainment, years of service, or grade-level assignment. However, teacher empowerment showed a moderately strong positive influence on teaching competence, whereas global competitiveness had a stronger, more significant impact. Together, these factors explained over half of the variance in teaching competence, highlighting their complementary roles in improving instructional effectiveness. Challenges to global competitiveness included technological limitations, resource constraints, curriculum adaptation, and learner diversity. These findings emphasize the need to foster both teacher empowerment and global readiness to develop educators who can meet the evolving demands of education.

KEYWORDS

Adaptive professional development; self-efficacy; pedagogical knowledge; professional growth

INTRODUCTION

The quality of any educational system depends largely on the performance and motivation of its teachers, who serve as pivotal agents in shaping students' learning trajectories and overall academic success. In this context, teacher empowerment defined as the capacity of educators to influence their professional environment, participate in decision-making, and pursue professional growth has been identified as a critical determinant of instructional performance. Studies such as those by Merdiaty and Sulistasih (2024) emphasize that empowered teachers exhibit higher levels of motivation, engagement, and satisfaction, fostering classroom environments that encourage innovation, collaboration, and meaningful learning. Within the Philippine education system, understanding the connection between

teacher empowerment and teaching competence is especially significant, given the country's continuing efforts to enhance educational quality and align instruction with global standards.

Teacher empowerment encompasses key dimensions such as autonomy, participatory decision-making, and professional advancement (Ehule, Dike, & Ehule, 2024). When educators perceive themselves as empowered, they are more inclined to take ownership of their roles, engage in collaborative planning, and actively seek professional development opportunities. These behaviors contribute to improved instructional practices and more effective classroom management. Empowered teachers are also more likely to adopt innovative teaching methods, foster positive student-teacher relationships, and cultivate supportive learning environments that enhance both academic performance and motivation.

However, empowerment alone is not sufficient to ensure effective teaching performance. It must be accompanied by teaching competence, defined as the integration of the knowledge, skills, and attitudes necessary for effective instruction. As Suriansyah and Bachri (2025) assert, empowerment programs should be complemented with competency-based training to ensure that teachers are not only motivated but also equipped to deliver quality education. In the absence of competence, empowerment may lead to inefficiency, as teachers may have the freedom to innovate but lack the pedagogical tools or knowledge to deliver instruction effectively.

In recent years, the growing emphasis on global competitiveness has further complicated the demands placed upon teachers. The 21st-century learning landscape requires educators to integrate technology, demonstrate cross-cultural competence, and adapt curricula to meet international benchmarks. Yet, as Assefa (2024) points out, current empowerment programs often fail to address how these competencies intersect with global educational standards. Filipino teachers face the dual challenge of maintaining high-quality local instruction while preparing learners to compete in a globalized economy. This challenge highlights the importance of empowering teachers not only professionally but also globally, ensuring that they are adaptive, technologically skilled, and globally competent.

Given these realities, the present study was conducted to examine the influence of teacher empowerment and global competitiveness on teaching competence among public secondary school teachers in Gingoog City, Region X. Specifically, it aims to determine how the dimensions of teacher empowerment—such as autonomy, professional development opportunities, workload, and resource availability—affect teachers' classroom performance. Likewise, it explores how global competitiveness factors—such as technological integration, adherence to global pedagogical standards, cross-cultural competence, and adaptability to curriculum innovations—contribute to teaching effectiveness. The study seeks to generate empirical evidence that may guide policymakers, school heads, and educational planners in developing programs that strengthen teacher empowerment and global readiness.

Ultimately, this study aspires to enhance teacher performance and instructional quality, fostering an educational environment responsive to both local and international standards. By identifying the extent to which empowerment and global competitiveness influence teaching competence, the research aims to provide a foundation for designing enhancement programs that promote teacher well-being, elevate instructional quality, and ensure that Filipino educators are equipped to meet the evolving demands of 21st-century education.

Objective of the Study

The study examined the influence of teacher empowerment and global competitiveness on their teaching competence.

RESEARCH METHODS

Research Design

This investigation employed a descriptive-correlational research design and regression analysis to explore the influence of teacher empowerment and global competitiveness on teaching competence. The descriptive component evaluates the levels of empowerment and competence among public school teachers, while the correlational segment examines whether a significant relationship exists between these two constructs. This methodological approach is well-suited for a thorough examination of how independent variables, namely, teachers' empowerment, which encompasses autonomy, opportunities for professional development, workload considerations, and resource accessibility, affect the dependent variable of teaching competence, which includes knowledge, skills, motivation, professional growth, and self-efficacy.

Research Locale

The study was conducted in secondary schools in Gingoog City, a 1st-class component city in Misamis Oriental, Philippines. As of the 2020 census, Gingoog has a population of 136,698. The city, founded in 1750 by Spanish missionaries, is one of the province's oldest settlements, predating the capital, Cagayan de Oro, established in 1871. The reasons for choosing this place as the study area include its educational and socioeconomic relevance. As a 1st-class component city in Misamis Oriental, Gingoog City is a dynamic educational landscape where schools are expected to address both local and global educational challenges. The city's socioeconomic status and accessibility to resources make it an ideal setting to study how teacher empowerment and global competitiveness influence teaching competence. Also, an opportunity for educational development, as secondary schools in Gingoog City are positioned for growth and improvement, making them an excellent setting to explore how innovative teaching strategies and teacher empowerment can enhance educational outcomes. The results of the study could directly inform strategies to further improve education within the city, benefiting local stakeholders. On the other hand, schools face significant challenges in addressing teachers' global competitiveness and teaching competence levels. Many educators struggle to keep pace with global pedagogical standards and technological advancements due to limited access to professional development programs and training opportunities. The lack of resources for integrating technology and innovative teaching methods further hinders their ability to deliver globally competitive education (Dziubata et al., 2021). Additionally, disparities in cross-cultural competence and adaptability to curriculum innovations limit teachers' readiness to meet diverse learner needs in a globalized educational landscape. Without adequate institutional support, such as incentives, infrastructure, and continuous upskilling, teachers may find it difficult to enhance their teaching competence, ultimately affecting student learning outcomes and the overall competitiveness of the school (Iqbal & Ali, 2024).

Sampling Design

A stratified random sampling method was employed in the study to ensure that teachers from various educational levels and geographic locations are proportionately represented. Stratified sampling is a probability sampling method where the population is divided into distinct subgroups, known as strata, that share similar characteristics. These strata are based on specific attributes relevant to the study, such as age, gender, educational level, or geographical location. After stratification, a random sample is taken from each stratum, either proportionally or equally, depending on the study's objectives (Boschetti, Stehman, &

Roy, 2016). This method allows for the inclusion of diverse perspectives on empowerment, global competitiveness, and competence. The target population included licensed teachers currently employed in public schools. Inclusion criteria should focus on teachers with a minimum of one year of teaching experience to ensure meaningful responses. The sample size must be sufficient to provide statistical power for identifying relationships among the variables (Aguirre-Urreta & Rönkkö, 2015).

Respondents of the Study

The respondents for this study included public secondary school teachers of DepEd-Gingoog City, Region X (Northern Mindanao). A stratified random sampling technique was employed to select a representative sample of 173 teachers from a total population of 312 educators, ensuring comprehensive coverage across the schools. The respondents included in this study are public secondary school teachers who are currently employed and actively teaching in the selected 16 regional secondary schools within DepEd-Gingoog City, Region X. Only teachers with a valid teaching assignment for the academic year 2024 and who are directly engaged in classroom instruction will be included. The sample of 173 teachers was selected through stratified random sampling to ensure representativeness and validity of the findings.

Research Instrument

The main research instrument used in this study was an adapted structured questionnaire that was developed based on relevant literature and previous studies, then contextualized to measure teacher empowerment, global competitiveness, and teaching competence among public secondary school teachers in the Philippines. The questionnaire was subjected to expert validation and pilot testing to ensure its reliability, accuracy, and relevance in the local educational setting. The development of the instrument was guided by prior works such as Senn et al. (2020) on educational leadership, Isbahi (2023) on knowledge management among teachers, and the studies of Diano et al. (2023) which focused on global competence and curriculum innovation. These sources provided critical input in designing survey items that captured both the global pedagogical dimensions and the contextual realities faced by Filipino educators, particularly in adapting to curriculum changes and international standards.

The instrument consisted of three main parts. Part I, the Demographic Profile, gathered information on the respondents' personal and professional characteristics, including age, sex, years of teaching experience, grade level assignment, and highest educational attainment. Part II assessed two key independent variables—Teacher Empowerment and Global Competitiveness—while Part III focused on the dependent variable, Teaching Competence.

The Teacher Empowerment section in Part II measured empowerment in terms of autonomy, professional development opportunities, workload, and resource availability. The design of this part was adapted from validated instruments developed. Responses were gathered using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), which provided a quantitative measure of the teachers' perceived empowerment level (Özkan Hidiroglu & Tanriögen, 2021).

The next portion of Part II, the Global Competitiveness scale, assessed teachers' readiness and adaptability to global educational standards. It measured four components: technological integration, global pedagogical standards, cross-cultural competence, and adaptation to curriculum innovations. This section was adapted from the frameworks of A Romanyuk et al. (2022), and using the same four-point Likert format.

The final portion of Part II, Teaching Competence, evaluated teachers' performance across four dimensions: knowledge and skills, motivation, professional growth, and self-

efficacy. Similar to the previous sections, a four-point Likert scale was employed to measure the extent of agreement, providing a standardized metric for competence levels.

Meanwhile, Part III consisted of semi-structured interview questions designed for one selected respondent per participating school, totaling 16 teachers from 16 schools. These qualitative responses provided supporting insights to enrich the quantitative findings and further validate the results.

To ensure the instrument's appropriateness and contextual relevance, modifications were made during the validation phase based on the feedback of educational experts. These revisions involved rewording ambiguous items, improving conceptual alignment with the local educational context, and ensuring that questions addressed contemporary teaching challenges such as technology integration, workload balance, and adherence to global pedagogical frameworks. After incorporating all recommended revisions, the instrument underwent pilot testing with 30 teachers who were not part of the main study sample. The pilot test confirmed the reliability and validity of the instrument, resulting in a refined and contextually appropriate questionnaire capable of effectively measuring the constructs of teacher empowerment, global competitiveness, and teaching competence among public secondary school teachers in Gingoog City.

Data Gathering Procedure

The data collection process began with the researcher obtaining formal approval from the Dean. Following this, permission was secured from the school principals of the selected public secondary schools and from the Department of Education (DepEd) Regional Office of Region X to conduct the survey within their jurisdictions. After receiving all necessary approvals, the researcher distributed the questionnaires to the selected secondary school teachers. The distribution was done through either printed copies or email, depending on the accessibility and preference of the respondents. The teachers were given a two-week period to complete and return the questionnaires, with follow-up reminders sent during this period to maximize the response rate. The entire data gathering process, including coordination, distribution, collection, and initial data processing, was expected to take approximately three months.

Upon collection, the completed questionnaires were compiled, coded, and prepared for statistical analysis. To ensure the confidentiality and security of the respondents' information, all identifying details were removed prior to analysis. The data were stored securely in password-protected digital files accessible only to authorized personnel involved in the study. Physical copies of the questionnaires were kept in a locked cabinet within the researcher's office. The collected data will be securely retained for a period of five years after the completion of the study and subsequently disposed of through secure shredding of physical documents and permanent deletion of electronic files to protect respondent privacy. The information gathered was used solely for the purpose of this study and to provide recommendations for enhancing teaching competence among secondary school educators in Gingoog City, Region X.

To ensure the validity of the research instrument, a multi-dimensional approach was employed. Content validity was established by aligning each questionnaire item with the study's main constructs—teacher empowerment and teaching competence in the context of global competitiveness. This process involved consultation with two domain experts: one from the academe (a PhD holder) and another from school administration (a master's degree holder). These experts evaluated the relevance, clarity, and alignment of the items, leading to the achievement of a high Content Validity Index (CVI).

Construct validity was assessed through exploratory and confirmatory factor analyses, which grouped items according to underlying theoretical constructs. This ensured that teacher empowerment and teaching competence were measured as distinct but related dimensions. Additionally, criterion-related validity was established by correlating the results with established measures of teacher motivation and competence, providing evidence of concurrent validity and confirming that the instrument accurately captured the intended constructs.

To test reliability, several methods were utilized. Internal consistency was measured using Cronbach's alpha, with a threshold of 0.70 or higher considered acceptable to ensure that items within each construct were cohesive and dependable. Test-retest reliability was also conducted by having a sample group of teachers complete the instrument twice within a specific interval, confirming the instrument's stability over time. In cases where rating or observational components were used, inter-rater reliability was evaluated using Cohen's Kappa or the Intraclass Correlation Coefficient (ICC) to assess the consistency of ratings between multiple evaluators.

Finally, the instrument underwent pilot testing among 30 teachers who were not part of the main sample to ensure both reliability and validity prior to full deployment. The results demonstrated strong internal consistency, as evidenced by a Cronbach's alpha coefficient meeting the accepted reliability standard (Cronbach, 1951). These rigorous validation and reliability procedures ensured that the instrument was both accurate and dependable in measuring teacher empowerment, global competitiveness, and teaching competence among public secondary school teachers.

RESULTS AND DISCUSSION

This study examined the influence of teacher empowerment and global competitiveness on teaching competence among public secondary school teachers in Gingoog City. Using a descriptive-correlational research design supported by regression analysis, the study sought to determine how empowerment and competitiveness contribute to teachers' overall instructional effectiveness. A total of 173 teachers participated, selected through stratified random sampling to ensure representation from different schools, grade levels, and demographic profiles.

The demographic profile of the respondents revealed that most teachers were 30 years old and above, with the majority being female. In terms of teaching experience, a significant number had been in the profession for over 11 years, with many serving for 16 years or more. Grade-level assignments were fairly distributed, although a higher proportion of teachers handled Grade 8 classes. Additionally, most respondents had obtained advanced academic degrees, reflecting a generally well-qualified teaching workforce in Gingoog City.

Results showed that teachers perceived themselves as having a very high level of empowerment ($M = 3.36$, $SD = 0.61$). Among the empowerment dimensions, autonomy obtained the highest mean score ($M = 3.82$, $SD = 0.39$), followed by workload management ($M = 3.44$, $SD = 0.66$), both categorized as "very high." Meanwhile, professional development opportunities ($M = 3.20$, $SD = 0.71$) and resource availability ($M = 3.00$, $SD = 0.69$) were rated as "high." These results indicate that teachers in Gingoog City feel trusted and empowered in making classroom decisions and managing their responsibilities but express a need for more professional development opportunities and better access to instructional resources.

When it comes to global competitiveness, the findings revealed a very high overall level ($M = 3.42$, $SD = 0.57$). Teachers rated themselves highest in adaptation to curriculum innovations ($M = 3.54$, $SD = 0.53$), followed by technological integration ($M = 3.47$, $SD =$

0.56) and cross-cultural competence ($M = 3.43$, $SD = 0.59$). The lowest mean was found in global pedagogical standards ($M = 3.24$, $SD = 0.62$), though this was still interpreted as “high.” These results suggest that Gingoog City teachers are highly adaptive and technologically capable but still in the process of deepening their understanding and implementation of international pedagogical standards.

In terms of teaching competence, the respondents demonstrated a very high level across all domains ($M = 3.64$, $SD = 0.51$). The highest dimension was motivation ($M = 3.75$, $SD = 0.45$), followed by knowledge and skills ($M = 3.62$, $SD = 0.51$), self-efficacy ($M = 3.61$, $SD = 0.53$), and professional growth ($M = 3.57$, $SD = 0.54$). These results highlight that teachers possess strong motivation and confidence in performing their professional duties and continue to develop their knowledge and pedagogical expertise.

When grouped according to demographic variables, no significant differences were found in teaching competence across age ($p = 0.11$), educational attainment ($p = 0.18$), years of service ($p = 0.172$), or grade-level assignment ($p = 0.565$). This implies that teachers, regardless of their demographic background, maintain comparable levels of instructional competence, suggesting that competence may be more strongly influenced by professional factors such as empowerment and global readiness rather than personal characteristics.

Regression analysis revealed that teacher empowerment significantly influenced teaching competence, with a standardized coefficient of $\beta = 0.501$, $t = 7.56$, and $p = 0.00$. This means that 25.1% of the variance in teaching competence ($R^2 = 0.251$) can be explained by empowerment variables. The findings affirm that teachers who experience greater autonomy, adequate support, and opportunities for professional growth are likely to exhibit stronger teaching competence. On the other hand, global competitiveness showed an even stronger influence, with a standardized coefficient of $\beta = 0.721$, $t = 13.62$, and $p = 0.00$, indicating that globally competitive teachers—those who effectively integrate technology, adapt to innovations, and demonstrate cultural awareness—are more competent and effective in their teaching roles.

When considered jointly, teacher empowerment and global competitiveness significantly predicted teaching competence, as reflected by $F = 96.855$, $p = 0.000$, and $R^2 = 0.533$. This means that 53.3% of the variance in teaching competence is explained by the combined effects of empowerment and global competitiveness. Of the two predictors, global competitiveness ($\beta = 0.642$) exerted a stronger influence compared to empowerment ($\beta = 0.139$). This finding underscores the importance of preparing teachers to meet global standards while maintaining empowerment at the institutional level.

Despite these positive findings, teachers identified several challenges in achieving global competitiveness, including limited access to technology and modern resources, insufficient training and professional development opportunities, difficulty aligning local curriculum with global standards, and challenges in managing diverse learners in the classroom. These barriers indicate a need for systemic support from school administrators and policymakers to strengthen teacher preparation and capacity-building programs.

To address these challenges, the study proposed a comprehensive teacher enhancement program focused on four key components: (1) Technology and Resource Empowerment, which aims to equip teachers with modern tools and facilities; (2) Curriculum Alignment, ensuring that local instruction meets global standards; (3) Professional Growth and Wellness, promoting continuous development and teacher well-being; and (4) Inclusive Pedagogy, emphasizing engagement strategies for diverse learners. Implementing this program could further strengthen teachers’ empowerment, elevate their global competence, and sustain their teaching excellence.

In summary, the results of the study confirm that teachers in Gingoog City possess very high levels of empowerment, global competitiveness, and teaching competence. Both empowerment and competitiveness significantly influence teaching competence, with global competitiveness emerging as the stronger predictor. These findings highlight the critical role of equipping teachers not only with autonomy and support but also with the global skills necessary to thrive in the modern educational landscape.

CONCLUSION

Taken together, the study demonstrates that teachers perceive themselves as highly empowered, particularly in autonomy and workload management, while noting moderate levels of support for professional development and resource availability. Despite these gaps, teachers reported feeling confident and well-supported in fulfilling their instructional roles. Their very high levels of teaching competence, especially in motivation, pedagogical knowledge, self-efficacy, and professional growth, demonstrate a strong foundation for effective teaching practice. Moreover, teacher empowerment and global competitiveness significantly predict teaching competence, with global competitiveness exerting a stronger influence. The combined contribution of these variables accounts for more than half of the variance in teaching competence, highlighting their essential and complementary roles in strengthening professional capacity. Overall, the results also highlight the challenges teachers face in achieving global competitiveness, particularly in technology and resource constraints. Additional concerns related to teacher readiness, curriculum adaptation, and learner diversity signal systemic issues that must be addressed. Addressing these barriers is crucial for enhancing teachers' global readiness and sustaining high levels of professional competence.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are offered to teachers to encourage them to continue seeking opportunities for professional development, especially in areas of global pedagogical standards and technological integration. They might benefit from experimenting with new teaching strategies that cater to diverse learning styles and foster student engagement. Additionally, teachers may explore ways to incorporate global perspectives into their curriculum to further enhance their teaching competence and align with international educational trends. Embracing autonomy in the classroom and utilizing the freedom to innovate might also improve both teaching practices and student outcomes. School Administrators. That they may consider providing more resources for teachers, particularly in terms of technological tools and training opportunities that help integrate global competitiveness into the curriculum. They might create an environment of teacher burnout and heavy workloads by ensuring teachers receive the necessary support, both mentally and professionally. Fostering a positive and empowering work environment could lead to improved teacher morale and teaching competence. Department of Education (DepEd). That they may focus on creating and enhancing policies that support teacher empowerment, particularly through professional development programs, resource availability, and workload management. They might consider further investing in technology integration initiatives to ensure that both teachers and students have the necessary tools to thrive in a digital and globalized learning environment. DepEd may also explore ways to promote and support global pedagogical standards and cross-cultural competencies within the curriculum to better prepare students for the international workforce. Future Researchers. That they may consider exploring the long-term impacts of teacher empowerment and global competitiveness on teaching

competence across different educational contexts. They might focus on conducting comparative studies to examine how different regions or school systems approach teacher empowerment and global competitiveness, and how these approaches influence teaching effectiveness. Additionally, researchers could investigate the role of institutional support in fostering a sustainable teaching environment, thereby informing policies aimed at improving educational outcomes that promote teacher autonomy and support continuous professional development. Additionally, administrators might explore ways to address the challenges

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