LAY LEADERS' EMPOWERMENT IN THE SALESIAN SCHOOLS

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Abstract — The descriptive correlational method was used as a research design with two groups of respondents namely the lay leaders - the lay principals, assistant principals and subject area heads and their teachers. The lay leaders were generally middle aged professionals and more of them were females. They were generally young in their educational attainment and all of them were eligible having passed the licensure or board examinations for teachers.

The lay leaders were observed to be empowerment capable and were found to be empowered. The means computed point to a high exercise of empowerment and generally the scores of most lay leaders also point out their being empowered. Best practices that could be learned from the Salesian schools were drawn on the very high and high ratings on empowering others, personal characteristics, instructional supervision, curriculum improvement, teachers' welfare and conflict management. Sex was related to position relevance as male lay leaders tend to have better performance on this aspect. Age, highest educational attainment, eligibility, position held and number of personnel under them were either positively or negatively correlated with the selected indicators of capability and exercise of empowerment. Position held was related to the exercise of empowerment as position entails the exercise of power and relationship to constituents. Age, highest educational attainment and eligibility were also related since great understanding, knowledge, experience and confidence provided by these elements of the lay leader's profile are factors that can help one in doing one's leadership role.

The need for a focus on the establishment of the concept of community spirit and servant leadership is emphasized for the success of educational management and leadership. The need for professional advancement is also given due consideration towards the same end.

Keywords: Lay Empowerment, Salesian Schools, Salesians of Don Bosco (SDB), empowerment capability, exercise of empowerment

I.   INTRODUCTION

Participation of the laity in the Salesian mission appears as a gradual and progressive variegated reality: from the simple obligatory presence of one who does paid work, offering skill and nothing more, or one who is a member of a Salesian parish, to collaboration for motives of work or free choice, and to the shared responsibility of one who takes on with the common mission. The process of involvement leads to communion in spirit, to shared responsibility, and then to sharing of the Salesian mission. The Salesians enter into a relationship with a great variety of lay collaborators, the lay teachers in particular (GC 24 p. 41). The Salesians regard their lay teachers as their Lay Mission Partners (LAMP).

The motives behind the SDB-LAY partnership are twofold. The first reason behind the SDB-LAY partnership is theological. It is borne out of "the new ecclesiology, which recognizes and fosters the dignity, vocation, and mission of the lay (GC 24, 28). The second reason is pastoral. It is prompted by a desire to have a more significant presence in the midst of the young. The young would like the SDBs to be less occupied in organizational matters and to have more time and tranquility for meeting and guiding them (GC 24,32). This prompted the Salesian Congregation to free themselves of some of the administrative functions especially those in the management of their schools – the Don Bosco schools.

The foregoing discussion pinpoints that there is an increased involvement of the lay educator in the management of the Salesian Educational Institutions. Since the Salesians have to be more concerned with the evangelization of the young, they now relinquish the positions like the principal, assistant principal and area head to their lay mission partners. For the Salesians, empowerment helps people to take control over their jobs and working environment, to enhance the contribution they make as individuals and members of a team and seize the opportunities for personal growth and self-fulfillment. Empowerment for them is sharing the responsibility to the lay people in the management and administration of their schools. With this move, the Salesians now give the lay power in the Don Bosco School's organization.

Whetten and Cameron (1991) however theorized that there are two basic determinant factors of a person's power in an organization that could also be signs that a person is also empowered. These factors are personal attributes and position characteristics. There are differences of opinion though among organizational scholars regarding the relative importance of these two sources of powers. These factors are being considered in the selection of lay leaders in these Salesian schools.

Indeed there is an increased lay empowerment in the Don Bosco Schools with the thought that the lay also share the responsibility of the church in bringing about change and transformation especially to the young. A paradigm shift on the management and governance of these Salesian schools had been undertaken. The positions of leadership originally held by Salesians were now occupied by their mission partners and collaborators – the lay because the Salesians would want to concentrate more on the evangelization of the young.   Salesians had assigned the lay teachers the positions of principal, assistant principal and subject area head in these Salesian academic and technical institutions. The lay are now given the opportunity for shared responsibility in management and governance. The lay are now considered as Lay Mission Partners (LAMP) of the Salesians of Don Bosco in educating the young. In this partnership, these Salesian schools had delegated functions and positions which were originally for Salesians. In this act, the Salesian had empowered their lay mission partners.

Yet, what is the status of this lay empowerment, specifically the lay leaders' empowerment? It is along this line that the researcher wanted to find out the empowerment capability of lay leaders in these Salesian schools. The researcher would also want to find out the extent of power that these lay leaders were able to exercise in these Salesian schools and she may also want to give recommendations to improve empowerment in these schools.

II. STATEMENT OF THE PROBLEMS

This study sought to determine the empowerment of lay leaders in the Salesian Schools. Specifically, it sought answers to the following questions:
1. How are the lay leaders of the Salesian Schools described in terms of:
      1.1 age;
      1.2 sex;
      1.3 highest educational attainment;

       1.4 eligibilities;

       1.5 positions held;

       1.6 number of years in the position/s held; and

       1.7 number of personnel under them?

2. What is the empowerment capability of these lay leaders in terms of :

       2.1 Position Characteristics:

           2.1.1   position centrality and criticality,

           2.1.2   position discretion and flexibility,

           2.1.3   position visibility, and

           2.1.4   position relevance,

       2.2 Personal Characteristics, and

       2.3 Empowering Others?

3. How is lay leaders' empowerment in the Salesian Schools exercised in terms of:

       3.1 conflict management;

       3.2 administrative decision-making;

       3.3 curriculum improvement;

       3.4 school-community relations;

       3.5 instructional supervision;

       3.6 institution building;

       3.7 professional development; and

       3.8 teacher's welfare?

4. What best practices could be learned from the Salesian schools?

5. Is there a significant relationship between the lay leaders' profile and their capabilities and exercise of empowerment expressed in the indicators?

6. What are the implications of the findings to educational management?

III.   METHODOLOGY

The descriptive correlational method was used as the research design of the study on an effort to establish the lay leaders' empowerment in the Salesian Schools. The descriptive correlational design denotes a procedure, where the researcher described, analyzed and interpreted the collected and tabulated data that show the profile of the lay leaders, the status of empowerment as evaluated in terms of the empowerment capability and the exercise of empowerment expressed in the different indicators and the relationship that may have been established between the lay leaders' profile and the their empowerment status.

The lay principals, assistant principals, subject area heads and teachers of the |Salesian Schools were the respondents of the study. The study was conducted within the service area of the Philippines North- Province of Don Bosco. The four Salesian schools were Don Bosco Technical Institute – Makati, Don Bosco Technical College – Mandaluyong, Don Bosco Academy – Mabalacat, Pampanga and Don Bosco Technical Institute – Tarlac.

The study had two groups of respondents namely the lay leaders of the institutions and their teachers. These respondents answered questions through questionnaire and interview.

Quantitative results that show the status of the lay leaders' empowerment and the relationships that were established between this status and the lay leaders' profile were subjected to appropriate statistical treatments; Frequency Counts, Percentages and Mean as Measures of Central Tendency. Chi-Square Test and Pearson R were used to determine the significance of the

relationship of the profile of the lay leaders with the indicators of empowerment capability and exercise of empowerment.

IV. RESULTS AND DISCUSSION

1. Profile of the Lay leaders

1. 1. Age

The bulk of the lay leaders were found to be within the middle age professionals, with a mean age of 40 year old. Twelve (12 or 24%) were at the age range of 48-60 and who were considered as old professionals. Twenty one (21 or 42%) were at the age range of 36-47 and they were considered as middle aged professionals. Seventeen (17 or 34%) belonged to the age range of 23-35 and they were considered as young professionals.

1.2. Sex

The lay leaders were predominantly females as twenty nine (29 or 58%) out of the 50 lay leaders were females. Only twenty one (21 or 42%) of the lay leaders were males.

1.3 Highest Educational Attainment

As to highest educational attainment of the lay leaders, only one (1 or 2%) out of the 50 lay leaders had finished a doctorate degree; another one (1 or 2%) had already earned doctorate units; fifteen (15 or 30%) were master's degree holders; twenty nine (29 or 58%) had earned master's units and four (4 or 8%) had bachelor's degree.

1.4 Eligibilities

Out of the fifty (50) lay leaders, six (6 or 12%) had two (2) eligibilities which were PBET (Philippine Board Examination for Teachers) or LET (Licensure Examination for Teachers) and Civil Service Professional Board Examination; forty four (44 or 88%) had only one eligibility the PBET or LET eligibility.

1.5 Position/s Held

Thirty seven (37 or 74%) of the fifty (50) lay leaders occupied the subject area heads positions; eleven (11 or 20%)) were assistant principals and two (2 or 6%) were principals. Principals had been assistant principals and subject area heads first, and assistant principals had been subject area heads first.

1.6 Number of Years in the Position/s

Out of the fifty (50) lay leaders only two (2 or 4%) had been in the position for 18-22 years; only one (1 or 2%) had been in the position for 12-17 years; eleven (11 or 22%) had 6-11 years in their positions and thirty six (36 or 72%) had been in their positions for 1-5 years.

1.7 Number of Personnel under Them

Forty one (41 or 82%) lay leaders had 2-13 numbers of personnel under them. Six (6 or 12%) out of the fifty (50) lay leaders had 14-25 personnel under them. Only one (1 or 2%) had 26-37 number of personnel under him and only two (2 or 4%) had 38-50 number of personnel under them.

2. Lay Leaders' Empowerment Capability

The lay leaders' capacity was evaluated in terms of the following selected indicators:

2.1 Position Characteristics Expressed in:

2.1.1 Position Centrality and Criticality

The lay leaders were found to have a generally high position centrality and criticality as the average mean 4.27 based from the lay leaders' responses and teachers' responses yielded a frequency of "often". The lay leaders were seen to have expanded personal communication, acquired tasks critical to the workflow; reduced redundancy between one's job and others; and increased technical sophistication in all activities. The overall mean (4.13) for lay leaders' empowerment capability on position centrality and criticality yielded an "often" description while the overall mean (4.4) for teachers on their lay leaders' empowerment capability on position centrality and criticality also yielded an "often" description.

The extent of the empowerment capability of lay leaders on position centrality and criticality yielded a mean of 20.64 equivalents to a "capable" description. Out of the fifty (50) lay leaders forty (40 or 80%) of them were "capable"; only ten (10 or 20%) lay leaders were "moderately capable" as to the extent of empowerment capability in position centrality and criticality.

3.1.2 Position Discretion and Flexibility

The lay leaders were also found to have a "near generally high" position discretion and flexibility as the average mean 4.29 (based from the over-all mean of 4.25 for the lay leaders and 4.32 for the teachers) also yielded an "often" description as to the frequency of the occurrence on this aspect. The lay leaders "often" got rid of routine and non-essential activities; expanded or increased task variety and novelty that can make the school function better; initiated new ideas for the betterment of the school; got involved in new projects necessary for the school, shaped the early stages of decision making process; and sought for unusual design-oriented job rather than repetitive and maintenance-oriented jobs.

As to the extent of the empowerment capability of the lay leaders on position discretion and flexibility, forty (40 or 80%) of them were "capable" and ten (10 or 20%) of them were "moderately capable".

3.1.1 Position Visibility

The lay leaders were found to be generally position visible as the average mean 4.32 yielded an "often" description of the frequency of occurrences of the characteristics. They lay leaders "often" had contacts with significant individuals to make the working conditions better. The lay leaders "often" made oral presentations on important tasks, concerns and issues. They "often" participated in problem solving task-forces; recognize important accomplishments in one's work and invite senior officials to participate. Lastly, lay leaders "often" hooked up with achievers for the good of the school. The overall mean 4.24 for the empowerment capability of lay leaders on position visibility according to the lay leaders themselves yielded an "often" description and the overall mean 4.39 for the empowerment capability of lay leaders according to the teachers yielded also an "often" description.

As to the extent of the empowerment capability of the lay leaders on position visibility, thirty nine (39 or 78%) of them were "capable" and eleven (11 or 22%) were "moderately capable".

3.1.4 Position Relevance

The lay leaders were also found to be generally position relevant as the average mean 4.22 based from the lay leaders over-all mean of 4.12 and teachers over-all mean of 4.31, were within the bracket of "often". The lay leaders were found to have become internal coordinators or external representatives of the school; provided services and information to other units; monitored and evaluated the position of others; involved in the activities central to the organization; and mentored new members of the school.

As to the extent of the empowerment capability of lay leaders on position relevance, thirty eight (38 or 76%) of these 50 lay leaders were "capable"; nine (9 or 18%) were "moderately capable" and three (3 or 6%) were "not capable".

3.2 Personal Characteristics

The lay leaders were found to have generally high personal characteristics as the mean 4.45 of the occurrences of the items on these indicators yielded an "often" description. They were perceived to have become experts in their work; fostered the eight attributes of friendship (genuineness, intimacy, acceptance, utility, ego reinforcement, admirability, and similarity); cultivated critical skills accentuating pleasant aspects of personal appearance; performed important symbolic acts that reinforce values and possessed pleasant personalities for effective management.

Such findings were affirmed by the extent of the empowerment capability where the mean 22.46 also yielded to the description of "capable" as 46 of them had scores that fell on this bracket.

3.3 Empowering Others.

The lay leaders were also described as having a generally high empowering capability as the average mean 4.56 (based from the lay leaders' over-all mean of 4.69 and the teachers' over-all mean of 4.42) in the indicators yielded the occurrences of such behavior as "often". This was also affirmed because the lay leaders were also described as empowerment capable as 47 out of 50 had scores that fell on the category of capable.

3. Exercise of Empowerment by the Lay Leaders

3.1 Conflict Management

The lay leaders were found to be generally empowered on conflict management as the average mean 4.42 (over-all mean: Lay Leaders-4.52 and Teachers-4.31) yielded an "often" description of the frequency of occurrences of the indicators. On the extent of the exercise of the empowerment on conflict management, the mean 40.64 indicates that the lay leaders were empowered in conflict management (45 or 90% "empowered" and 5 or 10% "moderately empowered").

3.1 Administrative–decision Making

The lay leaders were also found to be generally empowered on administrative-decision making with the average mean (4.33) described as "often" (over all mean: Lay Leaders-4.36 and Teachers-4.30). The mean 17.44 on the extent of empowerment of lay leaders in administrative decision making yielded an empowered description (38 or76% empowered" and 12 (24%) "moderately empowered").

3.2 Curriculum Improvement

Empowered is the general description of the lay leaders on curriculum development. The mean average mean 4.57 for both lay leaders (4.43 and teachers (4.71) on the exercise of empowerment was within the "always" category of occurrences while empowered was the bracket where the mean of scores fell on the extent of the exercise of empowerment. The lay leaders were perceived to have been empowered because of their direct involvement in the planning for the enrichment of the curriculum; in the development of instructional aides and devices; in the creation of committee on curriculum development; in the production of instructional materials such as textbooks, workbooks, manuals; and in the updating of information on curriculum development necessary for school improvement.

On the extent of the exercise of empowerment on curriculum improvement, the lay leaders were perceived to be empowered as the mean of scores 26.56 fell on the bracket of empowered. Forty two (42 or 84%) lay leaders were "empowered" and eight (8 or 16%) were "moderately empowered".

3.3 School-Community Relations

Empowered is the general description of the lay leaders on school-community relations as the both means, average mean (4.22) and 15.76 fell on the category of "often" and "empowered" for the exercise of empowerment and the extent of the empowerment respectively. Such findings show that the lay leaders were involved in activities that fostered the school-community relations, in the management of information about the community and society and in service organizations and associations in the community and society. Twenty nine (29 or 58%) were empowered, seventeen (17 or 34%) were "moderately empowered" and four (4 or 8%) were "not empowered" in such involvements.

3.4 Instructional Supervision

In instructional supervision, the lay leaders were described as generally "highly empowered" as the frequency of occurrences on this indicator was "always" (average mean-4.66; Lay Leaders-4.63 and Teachers-4.69). The extent of the exercise of empowerment fell on "empowered" as 45 out 50 (90%) of the lay leaders' scores were on this bracket. They were found to be involved in the creation of workable lesson plans and teaching devices and aids, in the development, implementation and application of new ideas and teaching techniques, methodologies and approaches and made rounds and classroom observations.

3.5 Institution Building

Another indicator where the lay leaders' exercise of empowerment   described as "generally empowered" was on institution building. The average mean 4.35 (Lay Leaders-4.31 and Teachers-(4.39) on the exercise of empowerment fell on the frequency of "often" and the extent of such fell on "empowered" (mean-17.24).   The lay leaders were found to be "generally empowered" (39 empowered; 9 moderately empowered and 2 not empowered) in making known to the public the quality education the Salesian schools offer, to have rendered extension services and community improvement as part of the school's commitment to serve the community, and to have served as leaders and models to other members of the academic community through services they rendered above the call of duty.

3.6 Professional Development

The lay leaders were found to be "generally empowered" also on professional development. The average mean 4.20 on the frequency of their involvement in professional development was "often" while the extent of the exercise of the empowerment's mean 20.88 was within the category of "empowered". The lay leaders were found to have been "generally empowered" (39-empowered; 11 moderately empowered) to help teachers earn graduate degrees in relation to their field of specialization and read about current education theories and work. The lay leaders and the teachers were also given the chance to attend workshops or take classes in the subject taught, to develop and undertake researches and to spearheaded active involvement in in-service training programs for improvement of teaching skills.

3.7 Teacher's Welfare

The lay leaders were also seen to be "generally empowered" in terms of their behavior on the indicator teachers' welfare. The means (average mean-4.46 and 20.88) fell on the "often" category and empowered on the exercise of empowerment and extent of such respectively. The lay leaders were found to be generally empowered (45 empowered and 5 moderately empowered) to see to it that the teachers were given the minimum number of teaching loads and that teachers were kept informed concerning phases of work, existing memoranda and circulars. The lay leaders also saw to it that teachers receive all the benefits specified in the compensation package and made sure that teachers were afforded opportunities for leadership trainings.

The lay leaders were found to be "generally empowered" as shown by the two summary tables. With the Salesians continually mentoring and giving them more confidence, such empowerment when properly dispensed could help in the growth of the Salesian schools.

4. Best Practices Worth Emulating from the Salesian schools.

The results of the study indicated that the lay leaders were generally capable and empowered. They were found to be very highly capable in empowering others and highly capable in personal characteristics. On the other hand, the lay leaders were found to be very highly empowered in terms of instructional supervision and curriculum improvement and highly empowered in terms of teachers' welfare and conflict management. These indicate best practices of the lay leaders in their empowerment capability and their exercise of empowerment.

The lay leaders of the Salesian schools best practices in empowering others can be seen in their ability to do the following: involve subordinates in the assignment of work, provide a positive and collaborative work environment, reward and encourage others in visible and personal way, foster initiative and responsibility in subordinates, express confidence in subordinates, and build on the successes of subordinates.

The Salesian schools' best practices of empowering their lay leaders were manifested in the lay leaders' personal characteristics as evidenced in their ability to: become experts in some aspect of their work, foster the seven attitudes of friendship like genuineness, intimacy, acceptance, utility, ergo reinforcement, admirability and belongingness, cultivate critical skills, accentuate pleasant aspects of personal appearance, and, perform important symbolic acts that reinforce values.

The best practices of the lay leaders on the exercise of empowerment are the following:

On instructional supervision, the lay leaders were authorized to be involved in the creation of workable lessons plans and teaching devices of the teachers; in the making of improvised teaching aids and services of the teachers; in the development and implementation of new ideas and teaching techniques of the teachers; in structuring programs necessary for instructional supervision

of the teachers; in the application of teaching methodologies and approaches of the teachers and in the facilitating the agreement between the teacher and supervisor during supervisory conference.

On curriculum improvement, the lay leaders were authorized to: direct involvement in planning for the enrichment of the curriculum; in the development instructional aides and devices; in the creation of committee on curriculum development, in the production of instructional materials such as textbooks, workbooks, manuals etc., in the research on curriculum development, and in the updating of information on curriculum development necessary for school improvement.

On teachers' welfare, the lay leaders were authorized to see to it that teachers were given a minimum number of loads;   that teachers were informed concerning phases of work, existing memoranda and circulars; that teachers enjoyed leave grants such as study leave etc., that teachers were given opportunities for leadership trainings, and that the teachers were respected of their rights and provided the privileges they deserved.

On conflict management, the lay leaders were authorized to: acknowledge that conflict exists and treat it as serious and important, help create an agenda for the problem-solving meeting by identifying the issues to be discussed at a time, help focus the discussion on the impact of the conflict on work performance, keep the interaction focused on the problems rather than on the personalities, make certain that neither party dominates the conversation, help the parties generate multiple alternatives, help the parties find areas on which they agree, encourage two-way interaction by inviting the respondent to express his/her perspective and to question, and, strive to reach agreement or a remedial plan of action.

These best practices that were drawn from the lay empowerment experience in the Salesians schools show the presence of trust and confidence of the Salesians on their lay collaborators. These practices could indicate further that their aim of getting their lay people to be involved in the running of their schools had been achieved.

5. Significant Relationship of the Profile and the Empowerment Capability and the Exercise of Empowerment of the Lay Leaders

The chi-square test on the relationship of sex with capability and the exercise of empowerment yielded that gender has a relationship with position relevance. There is a tendency that male lay leaders had better performance under the position relevance. This tends to deny the idea that males usually show more leadership capability. Women empowerment has actually been very evident today as gender sensitivity made it possible that women are affirmed of their capabilities and that male and female have to be provided equal opportunities.

The Pearson R test on relationship on the other hand yielded that there were profile variables that had positive and negative relationships to empowerment capability and exercise of empowerment.

Positive relationships were found to have existed between the following:

a)   Position Visibility and Eligibility. The lay leaders with two eligibilities had more tendencies to participate in problem-solving task forces than those lay leaders with one eligibility;

b)   Empowering Others and Eligibility. The lay leaders with two eligibilities had more tendencies to involve subordinates in the assignment of work, provide a positive, collaborative work environment and express confidence in subordinates than those lay leaders with one eligibility;

c) Conflict Management and Highest Educational Attainment. The lay leaders with higher educational attainments had more tendencies to help create an agenda for the problem-solving meeting by identifying the issues to be discussed than those lay leaders with lower educational attainment;

d)   Administrative-Decision Making and Position Held. The lay leaders with higher positions had more tendency to direct participation in all decision-making processes and share responsibility on decisions made than those lay leaders with lower positions;

e) Administrative Decision Making and Eligibility. The lay leaders with two eligibilities had more tendencies to direct participation in all decision-making processes than those lay leaders with one eligibility;

f) Curriculum Improvement and Highest Educational Attainment. The lay leaders with higher educational attainment had more tendencies to direct involvement in planning for the enrichment of the curriculum than the lay leaders with lower educational attainment;

g) Curriculum Development and Eligibility – the lay leaders with two eligibilities had more tendencies to direct involvement in planning for the enrichment of the curriculum than those lay leaders with one eligibility;

h) Curriculum Development and Position Held. The lay leaders with higher position had more tendencies to get involved in the production of instructional materials such as textbooks, workbooks, manuals etc. and get involved in the research on curriculum development than those lay leaders with lower positions;

i) Professional Development and Number of Personnel under them.   The lay leaders who had more personnel under them had more tendencies to develop and present research than those lay leaders with lesser number of personnel under them;

j) Professional Development and Highest Educational Attainment and Age. The older lay leaders with higher educational attainment had more tendencies to help teachers earn graduate units/degree in relation to their field of specialization than those younger lay leaders with lower educational attainment;

k) Teachers Welfare and Highest Educational Attainment. The lay leaders with higher educational attainment had more tendencies to see to it that teachers were kept informed concerning phases of work, existing memoranda and circulars than those lay leaders with lower educational attainment; and

l) Teachers Welfare and Position Held. The lay leaders with higher position had more tendencies to see to it that teachers enjoy leave grant such as study leave etc. than those lay leaders with lower position.

Negative relationships on the other hand existed between the following:

a) Position Discretion and Flexibility and Age.   The younger lay leaders had more tendencies to shape the early stages of decision making process, and go for or seek unusual and design-oriented job rather than repetitive and maintenance-oriented jobs than with older lay leaders.

b) Position Relevance and Highest Educational Attainment. The lay leaders with lower educational attainment had more tendencies to monitor and evaluate the performance of others than those lay leaders with higher educational attainment; and

c) Professional Development and Age. The younger lay leaders had more tendencies to develop and present research etc. than with the older lay leaders. The Salesians should do something to develop and strengthen further the administrative skills of lay principals, assistant principals and older subject area heads so that they can better perform their work assignments. Younger lay leaders were found to be wanting for senior officers to help them and were found to be exhibiting actions that want new things and ways of doing their work.

6. Implications of the Findings to Educational Management

The study found out in the profile that lay leaders in the Salesian schools had a mean age of 40 with 12 of these leaders belonging to old professionals. Why do they stay, why do they choose to

establish their career in these schools? Based from observation of the researcher, teachers tend to stay because of the community spirit that was built and established which made it harder for them to leave. Sometimes it does not matter how much one receives as compensation, but what matters is the community spirit and camaraderie that are developed. It is understandable that some teachers leave because they want better pays and benefits, but it is a fact that Salesian schools somehow have fostered that community and family spirit and community leadership that attract their lay mission partners to stay for good. Another factor could also be the Salesians themselves in their witnessing as religious priests and brothers.

The status of evaluation on the Lay Leaders' capability and exercise of empowerment can be attributed to the same community family spirit and community leadership which could strongly be founded on the Salesian concept of Servant Leadership.

These tend to imply that educational management as well as educational leadership should also have a focus on transforming the workplace into a community, where each one would have a feeling of being at home and of sense of belongingness. The concept of servant leadership should also be a thing to behold for quality education should not just be matter of producing expert and intellectuals but more of helping produce socially responsible experts and professionals. This goal can start by establishing that concept of servant leadership which can be anchored on the effort of school leaders to make the school setting a community, fostering the spirit of brotherhood and camaraderie, fostering a community leadership exemplified in the good witnessing of all who are involved in the education of the young. As it is often mentioned that management is managing of Men (human resources and things (Physical resources). These two are needed, but Physical Resources would not mean anything if the Human Resources were not motivated by the presence of healthy working relationships that have to be initiated by the administrators as educational managers and if the Human Resources were not properly taken care of in terms of their capacity to work for the advancement of their institutions. For one, the human resources' needs should be a priority to motivate them to work for the good of the institution. As educational managers, they should be sensitive to the fact that they need to lead their institutions towards excellence so they can help achieve the country's goal of global competitiveness. Management is a misnomer if it is only just on the aspects of directing or controlling, where as if the constituents cannot think for themselves. Management and administration should be of leading the way, of giving examples and of empowerment. As administrators, there is the challenge to assemble an institution that is concertedly working, and enjoying what they are doing because the educational managers and administrators lead them to do things, empowering the whole system to function meaningfully.

The study had drawn best practices that could be learned from the Salesian schools. These practices when learned could help institute educational processes that can spell empowerment which is needed in today's educational world. Educational managers can look into these best practices and try them out for the improvement of their institutions.

The study also found out that leadership capability and exercise of empowerment have significant relationships with the profile of the lay leaders in one way or the other such as sex, age, highest educational attainment, eligibility, position held and number of personnel.

As sex is significantly correlated to position relevance, effort should be done by educational managers and leaders toward promoting gender sensitivity and awareness so that women empowerment may continue to flourish and if already flourishing, effort towards maintaining equal access and opportunities for men and women be emphasized.

In terms of age, it is found that young leaders had the greater tendency to be inclined with new ideas and methods of doing things. It is a challenge for educational managers and leaders that such enthusiasm may not be curtailed but may be used positively for the betterment of the

institutions. There should be avenues where such mind sets of the young can be further cultivated. Age is a matter that cannot be changed or influenced, but as the person advanced in age, he or she should become more mature and more experienced. As teachers grow in years, school leadership should find ways to encourage constituents to achieve professional growth. There should be programs for professional advancement like sending them for graduate studies, trainings, seminars and updating. These same teachers could be future leaders who could provide witnessing for generations to come. Educational managers and leaders are challenged too to see to it that the leaders of schools should still be aggressive enough to go updating, spiritual included so that the goal of making the school an instrument for change, a catalyst that could address the needs of the learners of the 21st century.

Highest educational attainment also plays an important role in the issue of empowerment. It spells maturity, knowledge and understanding. Thus, it is important that teachers be given opportunities for graduate studies for them to have such maturity, knowledge and understanding which are important in setting the atmosphere that could spell excellence in the academe.

IV.   CONCLUSIONS

1. The lay leaders were generally middle aged professionals with mean age of 40 year old; more of them are females as schools are generally dominated by female teachers. They are generally young in their educational attainment. All of them were eligible having passed the licensure or board examinations for teachers.

2.   The lay leaders were generally empowerment capable as the means computed in the selected indicators show that they generally often manifest the behaviors presented in the items of the indicators and that the scores of most lay leaders generally fall on the bracket capable in terms of the extent of their capability. The lay leaders were generally empowerment capable in terms of position characteristics, personal characteristics and empowering others.

3. The lay leaders were also found to be generally empowered. The means computed point to a high exercise of empowerment and the scores of generally most lay leaders also point out their being empowered. The lay leaders were thus generally empowered in terms of conflict management, administrative decision-making, doing works in curriculum development, school-community relations, instructional supervision, institution building, professional development and teachers' welfare.

4.   The lay leaders had best practices in the indicators where they have obtained very high and high ratings. The best practices on empowerment capability were drawn from the lay leaders' experiences in empowering others and their personal characteristics, while the best practices on the exercise of empowerment were drawn from the lay leaders' experiences in instructional supervision, curriculum improvement, teachers welfare and conflict management.

5.   The chi-square test on the relationship of sex with empowerment capability and the exercise of empowerment yielded that sex had a relationship with position relevance. Female lay leaders had the tendency to have better performance under position relevance. No significant relationships were found between sex and the other position characteristics, gender and personal characteristics and gender and empowering others position. In addition, no significant relationships were found between sex and the lay leaders' exercise of empowerment in conflict management, administrative decision making, school community relations, instructional supervision, institutional building, professional development and teachers' welfare.

The Pearson R test on relationship on the other hand yielded that there were profile variables that had positive and negative relationships to capability and exercise of empowerment.

Positive relationships were found to have existed between the following:

a) Position Visibility and Eligibility b)   Empowering Others and Eligibility c) Conflict Management and Highest Educational Attainment; d) Administrative-Decision Making and Position Held; e) Administrative Decision Making and Eligibility; f) Curriculum Improvement and Highest Educational Attainment g)   Curriculum Development and Eligibility; h) Curriculum Development and Position Held; i)   Professional Development and Number of Personnel under them; j) Professional Development and Highest Educational Attainment; k) Teachers Welfare and Highest Educational Attainment; and l) Teachers Welfare and Position

Negative relationships on the other hand existed between the following:

a)   Position Discretion and Flexibility and Age; b) Position Relevance and Highest Educational Attainment; and c) Professional Development and Age.

6. The need for a focus on the establishment of the concept of community spirit and servant leadership is emphasized for the success of educational management and leadership. The need for professional advancement is also given due consideration towards the same end.

V.   RECOMMENDATIONS

Based from the findings and conclusions, the following are hereby recommended:

1. The administrators, educational managers and leaders of both private and public schools and universities should set qualification standards or criteria in the selection of leaders so that leaders designated or appointed may be the ones that can provide the proper direction for the school.

2. The administrators, educational managers and leaders of both private and public schools should set provisions for development programs on leadership so that the experiences of the stakeholders in the academic community could be something they can cherish and behold.

3. The administrators, educational managers and leaders of both private and public schools and universities should exert efforts towards establishing clear cut job descriptions and specifications so that leaders out there could be guided to do what they need to do towards helping their institutions realize quality and excellence in education.

4. The administrators, educational managers and leaders of both private and public schools and universities should adopt a clear development program to ensure equal professional development, advancement and growth for the betterment of instructional skills and technique.

5. The administrators, educational managers and leaders of private schools should establish a clear program on fringe benefits and incentives so that their employees especially faculty members may not be attracted or tempted to transfer to the public educational system.

6. The administrators, educational managers and leaders of both public and private schools and universities should maintain programs on human relations since smooth interpersonal relationship is very essential to employees' efficiency and effectiveness.

7. The administrators, educational managers and leaders of both private and public schools and universities should make values formation for leaders as part of the continuing program of schools so that teachers and leaders would always be reminded of their roles as servant leaders for their institutions.

8. The administrators, educational managers and leaders of both public and private schools and universities are recommended to look into the best practices of the Salesian schools and see how they can learn and adopt them for their respective institutions.

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