

Empowering Insights of Lay Mission Partners' Experiences and Perspectives at St. Louise De Marillac College of Sorsogon, Inc.

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Abstract

This phenomenological study aimed to explore the experiences and perspectives of Lay Mission Partners (LaMPs) at St. Louise De Marillac College, Inc. (SLMCSI), focusing on their empowerment in administrative and supervisory roles. The purpose was to understand the factors influencing their effectiveness and identify how empowerment can enhance their contributions to the institution's mission. The study involved 20 participants, all of whom were LaMPs assigned as administrators.

The research employed qualitative methods, specifically interviews and focus group discussions, to gather data. Key findings revealed that LaMPs' empowerment is significantly influenced by clearly defined roles, mentorship, and recognition of their contributions. Empowered LaMPs demonstrated higher engagement and ownership in their duties, positively impacting the college's mission. However, challenges such as unclear role expectations, lack of formal training, and limited professional development were also identified. Based on these findings, the study recommended implementing development plans, mentorship initiatives, and robust feedback mechanisms to further empower LaMPs.

The study concluded that Lay Mission Partners are essential to the college's educational framework and mission-driven environment. By enhancing their empowerment through structured support, SLMCSI can foster a more inclusive and supportive academic community. Recommendations also included prioritizing clarity in roles and fostering open communication. Further research could investigate the broader impacts of LaMPs on institutional effectiveness and community engagement.

CHAPTER 1

THE PROBLEM AND ITS SETTING

INTRODUCTION

In today's world where a lot of phenomena occur, abrupt changes happen, there is a dearth of workers in the field, and many other concerns; empowerment has been the byword of leaders both in the industry sector and the academe. Empowerment means a lot of things. It may mean people having power and control over their own lives. It is also the process of giving people the authority, confidence, or strength to take control over their own lives, make informed decisions, and shape their destiny. It is a concept that has been used in various contexts, including psychology, education, politics, and social justice. It is a form of strength that

stems from the self and the community, one that allows people to exercise the power to change things that are well beyond their scope.

On a global scale, empowerment is integral to achieving the Sustainable Development Goals (SDGs), particularly those focused on gender equality and reducing inequalities. Empowering marginalized groups not only promotes social justice but also contributes to economic growth and sustainable development. However, the concept of empowerment varies across cultures and contexts, necessitating a nuanced approach that respects local values and practices. As we look to the future, the landscape of empowerment continues to evolve in emerging challenges, such as the digital divide and environmental crises, present new obstacles but also opportunities for innovation. Technology can serve as a double-edged sword, offering new avenues for empowerment through access to information and networks, while also posing risks of exclusion and surveillance. Thus, understanding and addressing the complexities of empowerment is essential for fostering a more equitable and just society.

In organizational settings, empowerment can lead to increased employee satisfaction and productivity. When employees feel empowered, they are more likely to take initiative, contribute ideas, and engage with their work meaningfully. This positive correlation between empowerment and workplace outcomes is supported by numerous studies indicating that empowered employees exhibit higher levels of job satisfaction and lower turnover intentions. Furthermore, fostering an empowering environment often requires leaders to adopt a participative management style, promoting trust and collaboration among team members. Empowerment is also crucial in addressing social inequalities. Community empowerment initiatives aim to involve marginalized groups in decision-making processes, thereby enhancing their agency and promoting social change.

Wallerstein said that empowering communities involves building skills, fostering leadership, and enhancing social networks, which collectively contribute to a stronger, more equitable society. Such initiatives not only benefit individuals but also contribute to broader societal goals, such as improved health outcomes and enhanced civic engagement. In conclusion, empowerment is a dynamic and vital process that influences various domains of life, from personal development to organizational effectiveness and social justice. Understanding the principles and applications of empowerment can lead to more effective strategies for fostering growth and change across individual and collective levels.

Furthermore, empowerment is a multifaceted concept that refers to the process of enabling individuals and communities to gain control over their lives, make informed choices, and influence their circumstances. At its core, empowerment is about fostering a sense of agency, self-efficacy, and confidence, which allows people to advocate for themselves and pursue their goals. This process can manifest in various dimensions, including personal, social, political, and economic empowerment. Personal empowerment focuses on individual growth, self-awareness, and resilience, while social empowerment emphasizes collective action and community involvement. Political empowerment involves participation in governance and decision-making, and economic empowerment focuses on access to resources that foster financial independence. Historically, empowerment has been at the heart of many social movements aimed at addressing inequalities and injustices. From the civil rights movement to contemporary gender equality campaigns, the push for empowerment has transformed societal structures and norms. Empowered individuals are more likely to challenge the status quo, advocate for their rights, and contribute to positive social change. Moreover,

empowered communities are better equipped to address shared challenges and foster social cohesion, creating an environment where collective goals can be achieved.

Additionally, the empowerment of employees in a school setting is essential for creating a motivated and effective educational environment. When teachers and staff are empowered, they are given the autonomy to make decisions that affect their classrooms and their professional development. This empowerment can manifest through collaborative decision-making processes, where employees are invited to contribute their insights on curriculum design, policy changes, and school initiatives. Providing opportunities for professional growth such as workshops, mentorship, and leadership roles further enhances their skills and confidence. Additionally, fostering a culture of trust and open communication allows employees to express their ideas and concerns without fear of retribution, leading to a more engaged workforce. When school employees feel valued and empowered, they are more likely to exhibit higher job satisfaction and commitment, which directly impacts student outcomes. Ultimately, empowering employees not only enriches the school environment but also cultivates a sense of community and shared purpose, benefiting both staff and students alike.

Furthermore, Cardinal Newman said that empowerment in education is a transformative approach that fosters active participation, critical thinking, and a sense of belonging among all stakeholders. By implementing strategies that promote student agency, teacher collaboration, and community involvement, educational institutions can create vibrant learning environments that prepare individuals for the complexities of the modern world. While challenges exist, the pursuit of empowerment remains a crucial goal for educators, policymakers, and communities committed to creating equitable and enriching educational experiences. Through continued dialogue and innovative practices, the vision of an empowered educational landscape can become a reality, ultimately enhancing the quality and accessibility of education for all.

The concept of empowerment has gained significant interest in educational discourse, particularly within the context of Catholic private schools. Empowerment, in this setting, refers to the active involvement of laypersons like parents, teachers, and community members in the decision-making processes that shape the educational experience. This dissertation sought to explore the dynamics of lay empowerment within Catholic private schools, focusing on its implications for community engagement, educational outcomes, and the holistic development of students (Lay Mission Project, 2023). Furthermore, Catholic education is rooted in the principles of inclusivity and community and presents a unique platform for the empowerment of the laity. Historically, Catholic schools have been closely tied to religious institutions and clergy, often placing decision-making authority primarily in the hands of church leaders. However, the contemporary educational landscape increasingly acknowledges the vital role that laypersons play in fostering a vibrant and responsive school community. This shift is not merely administrative; it embodies a deeper theological understanding of the Church as a community of believers, where the voices of all members including the laity are integral to the mission of education.

Moreover, empowerment in this context can manifest in various forms: collaborative governance, participatory curriculum development, and the cultivation of a shared vision for the school community. By engaging laypersons as co-creators of the educational experience, Catholic schools can foster an environment that reflects diverse perspectives, values, and aspirations. This engagement can lead to

enhanced educational outcomes, as well as a stronger sense of belonging and commitment among all stakeholders. The empowerment of the laity aligns with the broader goals of Catholic social teaching, which emphasizes the dignity of the individual and the importance of community participation. It challenges traditional hierarchies and encourages a model of shared leadership that is essential for addressing the complex challenges faced by modern educational institutions.

In light of these considerations, this dissertation will investigate the current practices, challenges, and successes associated with lay empowerment in Catholic private schools. By drawing on case studies, interviews, and existing literature, the research will illuminate the pathways through which laypersons can effectively contribute to and enrich the educational landscape. Ultimately, this study aims to provide insights into how empowering the laity can enhance not only the educational experience within Catholic schools but also the broader mission of the Church in promoting a just and compassionate society. Through this exploration, we seek to contribute to the on-going dialogue about the role of the laity in Catholic education, offering practical recommendations for schools striving to cultivate a more inclusive and empowering environment for all stakeholders.

Despite the importance of lay persons, many barriers impede empowerment. Systemic issues such as discrimination, poverty, and lack of access to education can stifle individuals' abilities to empower themselves. Psychological barriers, including internalized oppression and low self-esteem, can further hinder personal empowerment. To combat these challenges, effective strategies must be implemented. Education and training are vital, as they equip individuals with the knowledge and skills needed to make informed choices and assert their rights. Community engagement initiatives that involve individuals in decision-making processes also play a crucial role in fostering a sense of ownership and collective efficacy. According to Michael Fullan and Linda Hammond, empowerment of employees in a school setting is essential for creating a motivated and effective educational environment. When teachers and staff are empowered, they are given the autonomy to make decisions that affect their classrooms and their professional development. This empowerment can manifest through collaborative decision-making processes, where employees are invited to contribute their insights on curriculum design, policy changes, and school initiatives. Providing opportunities for professional growth such as workshops, mentorship, and leadership roles further enhances their skills and confidence. Additionally, fostering a culture of trust and open communication allows employees to express their ideas and concerns without fear of retribution, leading to a more engaged workforce. When school employees feel valued and empowered, they are more likely to exhibit higher job satisfaction and commitment, which directly impacts student outcomes. Ultimately, empowering employees not only enriches the school environment but also cultivates a sense of community and shared purpose, benefiting both staff and students alike.

Moreover, empowerment in a school setting is vital for fostering a positive and productive educational environment. When educators and staff feel empowered, they are more likely to take initiative, innovate in their teaching practices, and collaborate effectively with colleagues. This empowerment can be achieved by involving employees in decision-making processes, encouraging their input on curriculum development, and providing opportunities for professional growth through training and leadership roles. Creating a supportive atmosphere where open communication is valued allows employees to share ideas and concerns freely, enhancing their sense of belonging and investment in the school's mission. In addition, recognizing

and celebrating their contributions boosts morale and motivation. Ultimately, when school employees are empowered, it not only enhances their job satisfaction but also positively impacts student engagement and achievement, leading to a thriving educational community.

Additionally, Cardinal Newman said that lay empowerment is a distinctive form of empowerment that focuses on enabling individuals and community members. These individuals often have no formal authority or specialized knowledge to take charge of their own lives and advocate for their needs. By equipping these "lay" individuals with the tools, resources, and confidence to make informed decisions, lay empowerment fosters a sense of agency and ownership within communities. This approach emphasizes collaboration, grassroots participation, and the belief that everyone has valuable insights and contributions to make. In contrast to traditional top-down models, lay empowerment promotes self-advocacy and collective action, ultimately leading to more equitable and sustainable outcomes in various contexts, such as healthcare, education, and social justice.

Lay empowerment in the schools is a concept that refers to the process of giving power and authority to lay individuals, rather than clergy or religious, in various institutions, including private schools run by nuns or priests. The purposes of lay empowerment in such schools may include autonomy and decision-making by giving individuals more decision-making authority, they can take ownership of their roles and responsibilities, and make choices that align with the school's mission and values. Another purpose is fostering leadership development that encourages individuals to take on leadership roles and develop their skills, which can help build a strong and sustainable pipeline. It also aims to enhance accountability because when lay individuals have more authority, they are more accountable for their actions and decisions, which can lead to greater transparency and accountability in the school. Lay empowerment also prepares for future transitions especially when the demographics of the school community change, it can help prepare for leadership transitions by developing a pipeline of lay leaders who are equipped to take on new responsibilities.

In addition, lay empowerment in private schools can be achieved through varied strategies such as establishing a strong PTA that represents the interest of parents and guardians and establishing a Student Council that can help students develop leadership skills and provide a platform for them to express their opinions and participate in some decision-making processes. Training and professional development can also be provided to teachers and staff regarding communication skills, conflict resolution, and other needs of the employees (Lucas, P. 2020). There should also be the participation of parents, teachers, and students in some inclusive decision-making processes such as curriculum development and policy making. In these ways, stakeholders will be motivated and empowered to take part and own the vision, mission, and core values of the school.

In conclusion, empowerment within schools serves as a foundational element for fostering engagement, collaboration, and innovation. By actively involving students, employees, and lay members in decision-making processes, educational institutions can create inclusive environments that value diverse voices and perspectives. This approach not only enhances individual confidence and ownership but also strengthens community ties, leading to improved educational outcomes and overall well-being. When stakeholders feel empowered, they are more likely to contribute positively to their environments, paving the way for a vibrant

and resilient school culture that benefits everyone involved. Ultimately, embracing empowerment as a core principle can transform educational settings into dynamic spaces of growth and collective success.

The pursuit of empowerment is a fundamental human aspiration and its significance is deeply intertwined with the mission of educational institutions. At St. Louise De Marillac College of Sorsogon, Inc., the concept of lay empowerment takes on a unique significance as it is deeply rooted in the institution's founding values and principles. As a testament to this commitment, the college has fostered a community of Lay Mission Partners who have played a vital role in shaping the lives of its students and stakeholders. Through their experiences and perspectives, these partners have demonstrated the transformative power of empowerment, showcasing its potential to break cycles of poverty, promote social change, and cultivate leaders who can make a lasting impact on the stakeholders of SLMCSI.

SETTING OF THE STUDY

This study took place at St. Louise De Marillac College of Sorsogon (SLMCSI), a private catholic college located in the city of Sorsogon, Philippines. SLMCSI was formerly called Colegio de la Milagrosa which was founded on June 30, 1937. This was realized through the efforts of Most Rev. Francisco Reyes, former bishop of Nueva Caceres and parish priest for many years in Sorsogon. He sought the assistance of the Daughters of Charity of St. Vincent De Paul who, at the same time were managing Colegio de Sta. Isabel now Universidad de Sta. Isabel in Naga City. Bishop Reyes realized that Catholic education must be provided to the youth of Sorsogon since there was no Catholic school in the province at that time. At present, the college is still run by the D.C. Sisters and is active in community extension services together with the stakeholders. The college has a strong commitment to social responsibility community engagement and community development projects. It has a long history of partnering with lay mission partners who are involved in various social and community development projects. These lay mission partners come from different walks of life with diverse backgrounds and experiences.

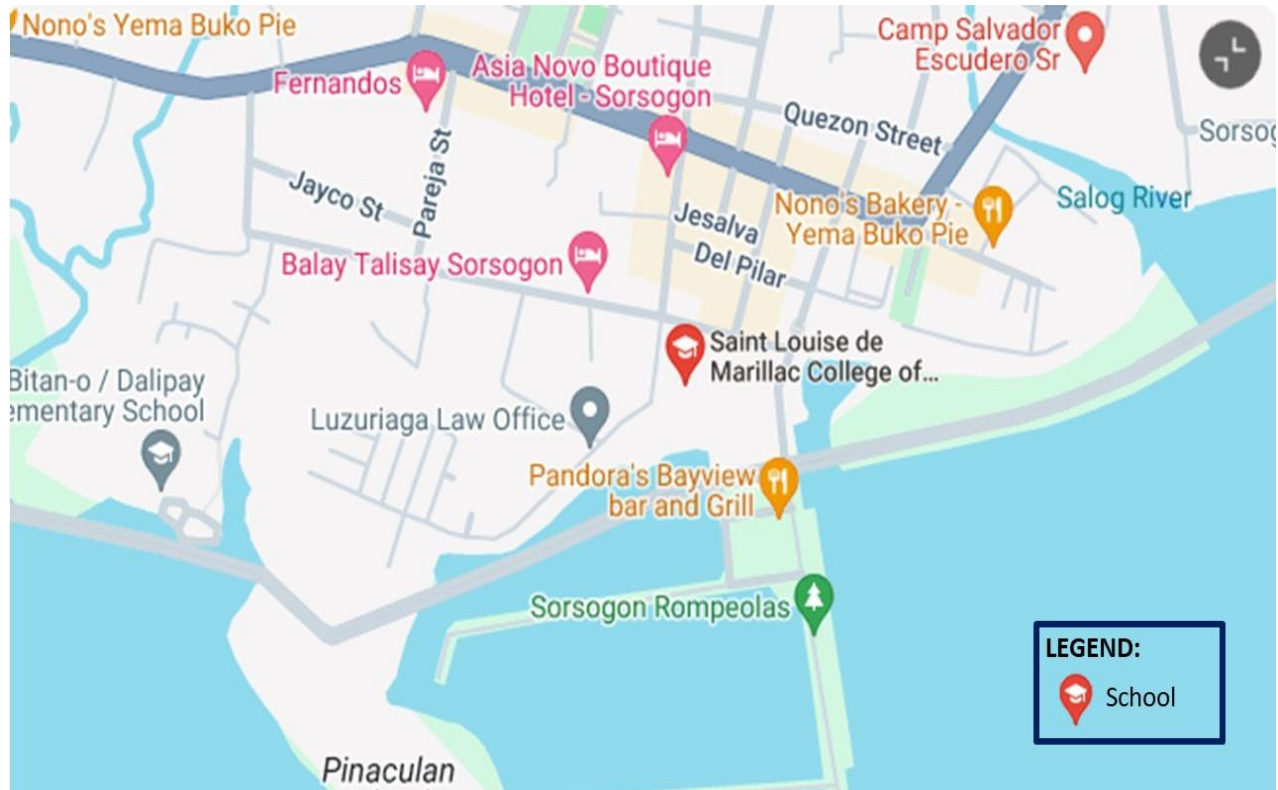


FIGURE 1 Map of Sorsogon City Showing the Participant School

SLMCSI is located in Barangay Talisay which is right in the heart of the city. Barangay Talisay is a vibrant community located in Sorsogon City, a province in the Bicol Region of the Philippines. Known for its picturesque landscapes and rich cultural heritage, Talisay is characterized by its lush greenery and proximity to the coastal areas, which contribute to the local economy primarily through fishing.

The people of Barangay Talisay are known for their warmth and hospitality, embodying the spirit of Bayanihan, a Filipino tradition of communal unity and cooperation. The community is diverse, comprising families engaged in various livelihoods, including agriculture, small-scale businesses, and fishing. Residents often gather for local festivals and events, showcasing their rich cultural traditions and fostering a strong sense of community. Overall, Barangay Talisay reflects the resilience and camaraderie of its people, making it a unique and dynamic part of Sorsogon City.

This study aimed to provide an in-depth exploration of the experiences and perspectives of Lay Mission Partners, offering valuable insights into how they embody the spirit of empowerment and inspire others to do the same, particularly in SLMCSI.

Statement of the Problem

The purpose of this study was to gain a deeper understanding of the experiences and perspectives of Lay Mission Partners who were involved with SLMCSI. It aimed to explore how these individuals perceived their role as Lay Mission Partners and how they felt empowered or disempowered in their involvement with the college.

1. What are the lived experiences of Lay Mission Partners serving as college administrators at St. Louise De Marillac College of Sorsogon, Inc.?
2. How do Lay Mission Partners perceive their empowerment in the college in terms of administrative and supervisory functions?
3. What factors contribute to or hinder the empowerment of Lay Mission Partners in their administrative and supervisory role?
4. In what ways do Lay Mission Partners perceive their contributions as agents of change within the college?
5. What development plan can be designed to improve the experiences and performance of Lay Mission Partners as administrators in the private school?

Assumptions of the Study

Based on the given problems, the researcher's assumptions are the following:

1. The lay mission partners at SLMCSI have undergone some forms of empowerment training or experience that have affected their perspectives and experiences such as teambuilding, Christian Vincentian Formations, and other religious activities.
2. The participants' experiences and perspectives were reliable and valid reflections of their empowerment journey.
3. The data collected were sufficient to provide meaningful insights into the experiences and perspectives of lay mission partners at SLMCSI.
4. Lay Mission Partners see themselves as active agents of change and have specific actions on how they believe that they have contributed to positive transformation within the college.
5. The development plan was designed with clear metrics to evaluate the progress of Lay Mission Partners in improving their performance and experiences, and the school will be committed to assessing the effectiveness of these initiatives.

Scope and Delimitation of the Study

The study aimed to explore how the lay mission partners perceive their role as lay mission partners and how they feel empowered or disempowered in their involvement with the college. It explored the perceptions of lay mission partners regarding their roles and experiences of empowerment in their involvement with the college. The research delved into how lay mission partners define empowerment and its significance in their personal and professional lives. It examined their experiences with empowerment, including the challenges, opportunities, and benefits they perceived in their work and involvement with the institution. Additionally, the study investigated the factors that contributed to or hindered the empowerment of lay mission partners, aiming to identify barriers or limitations they may face. Furthermore, this assessed the impact of empowerment on both their personal growth and professional development, exploring how empowerment influenced their relationships, career trajectories, and overall sense of fulfilment within the mission context. This study was delimited to the 20 Lay Mission Partners at SLMCSI, focusing specifically on those individuals who have participated in empowerment activities or have had significant empowerment experiences related to their roles. The scope of the research was limited to their perspectives and experiences, excluding other potential stakeholders, such as parents, non-lay administrators, or faculty members, who may also engage with empowerment initiatives within the college. By narrowing the focus to

the Lay Mission Partners only who have undergone empowerment experiences, the study aimed to gain in-depth insight into their specific perceptions and challenges related to empowerment. The study did not explore the experiences and perspectives of other stakeholders such as parents or non-lay administrators, who may also be involved in empowerment initiatives of the college. Furthermore, it did not examine the broader social, cultural, or economic contexts that may influence the experiences and perspectives of lay mission partners.

Significance of the Study

The study aimed to contribute to an understanding of the experiences and perspectives of lay mission partners at St. Louise De Marillac College of Sorsogon, Inc., particularly concerning their empowerment journeys. The findings of the study would be of great help to the following end-users:

Daughters of Charity. This study is vital to the Daughters of Charity because it will give them an idea of the lay mission partners' perception of lay empowerment in the college. It can help them in planning programs, formulation of selection policies for administrative functions, and crafting community engagement programs.

Administrators. This study is important for school administrators especially the lay administrators because it can give them an idea of how and what they are in terms of empowerment. It can give them the chance to reflect and have introspection as administrators and continuously improve one's performance for a better service in the academe.

Personnel. The personnel both the teaching and non-teaching staff will understand the reasons why some lay mission partners are given administrative positions in the college. It can also be a way of motivating them to perform well in their respective workplaces and also a harmonious relationship between and among the lay administrators.

Parents. The parents will have a clear understanding of why some administrators in the college or the school are no longer the Sisters. They will be guided, will have acceptance, and have mutual respect between them and the lay administrators because of lay empowerment.

Students. The students will know about lay empowerment and why some administrators are no longer Sisters unlike before. They will understand the purpose of assigning lay mission partners as administrators.

Community. As the community is our important stakeholder, the community members will have an idea of lay empowerment and will realize that Sisters are getting fewer this time and that they will fully accept the presence of lay administrators as commissioned by the Sisters to take their place in several offices.

Future Researchers. This study will serve as a reference for other researchers who may be interested in studying empowerment.

To the Body of Knowledge. This study is significant since it contributes to the body of knowledge on the Empowerment of lay mission partners in the academe. It can inform future **studies** in the field of education, thus benefitting educational institutions, even other establishments, and the larger community.

Definition of Terms

In this study, Empowering Insights of Lay Mission Partners' Experiences and Perspectives at St. Louise De Marillac College of Sorsogon, different terms were utilized. These included:

Empowerment. Empowerment is a term that has been widely used in various fields, including psychology, sociology, education, and business. According to Lai and McInnis (2010), It is the process of enhancing the capacity of individuals, groups, or communities to take control of their lives, make informed decisions, and solve their problems. In the study, it is used to empower the lay mission partners of the college by giving administrative positions, thus collaborating with the Sisters, the Daughters of Charity who run the SLMCSI.

Lay empowerment. According to the United Nations Development Program (UNDP), (n.d.), it refers to the process of enabling ordinary people outside of the traditional authority structures, to take control of their lives and make decisions that affect their circumstances. In the context of private schools particularly SLMCSI, it refers to the process of empowering the personnel either teaching or non-teaching staff to take ownership and responsibility for whatever task is given to them. It is also the practice of assigning some personnel to an administrative position for growth and development.

Lay. In education, lay refers to a person who is a non-expert or someone without specialized knowledge in a particular field as stated by Education.gov.au.(n.d.)Glossary of Education Terms. In the SLMCSI context, it refers to the personnel who are not Sisters or nuns. They are the partners of the D.C. Sisters in implementing and achieving the vision and core values of the school.

Lay Mission Partners. This refers to individuals who collaborate with religious organizations or institutions in carrying out their mission and charitable works as cited in the Catholic Volunteer Network (CVN). Similarly, in SLMCSI, Lay Mission Partners also called LaMPs are the partners of the D.C. in achieving their vision – mission, goals, and objectives of the school.

SLMCSI. This acronym means St. Louise De Marillac College of Sorsogon, Inc. formerly C.M. or Colegio de la Milagrosa. SLMCSI is a private catholic school founded on June 30, 1937, located at the heart of Sorsogon in barangay Talisay, Sorsogon City, and run by the D.C.

Daughters of Charity (D.C.). This is a religious community of women founded by St. Vincent de Paul and St. Louise de Marillac in France in 1633. They are known for their work in serving the poor and marginalized in society through charitable activities. They manage the SLMCSI here in Sorsogon City and also in Gubat as a campus; however, in Bulan, there is a separate management.

Experiences. As Merriam-Webster Dictionary puts it, this refers to personal encounters or situations that have influenced or shaped an individual's understanding, beliefs, or perspectives on a particular topic.

Perspectives. According to Merriam-Webster Dictionary, it refers to the unique way an individual or group sees, interprets, and experiences the world around them. It is the lens through which they view reality, shaped by their background. In this study, it means how the lay mission partners see and feel about the empowerment of the lay in SLMCSI.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

FOREIGN LITERATURE

The lived experiences of Lay Mission Partners serving as college administrators at Catholic institutions, such as St. Louise De Marillac College of Sorsogon, reflected a blend of vocational commitment and professional responsibility deeply rooted in their faith and the mission of the Church. This role involved a

profound sense of calling, where lay administrators saw their work as part of their spiritual journey and mission to serve the community.

Cardinal Newman said that lay administrators at Catholic institutions play a crucial role in integrating faith into their leadership, embodying and promoting Catholic values through their daily responsibilities. This integration goes beyond mere professional duties, as their work is viewed as a vocation, requiring a profound commitment to living out and teaching the doctrines of the faith. Their roles involve not only administrative tasks but also ministerial capacities, where they actively participate in the spiritual formation of the community, fostering a sense of shared mission and purpose within the educational environment.

Building a sense of community is a key aspect of the lay administrators' responsibilities. They work closely with faculty, staff, and students to create an environment that reflects Catholic values and teachings. This involves collaborative efforts to ensure that the institution's mission is upheld in all aspects of campus life, from academics to extracurricular activities. By promoting a community centered on faith, lay administrators help nurture a supportive and cohesive environment where everyone feels connected and valued (Divine Word Missionaries, n.d.).

Continuous formation and professional development are essential for lay administrators to effectively fulfill their roles. Programs such as the Lay Mission Project offer comprehensive training that helps them integrate their faith more deeply into their professional lives. This ongoing education equips them with the knowledge and skills needed to address the dynamic challenges of leading a Catholic institution while staying true to its mission. The focus on personal and spiritual growth ensures that lay administrators remain committed to their vocational calling and are better prepared to inspire others within the community as stated in the Lay Mission Project, n.d.

According to Divine Word Missionaries, despite the challenges they faced, lay administrators found their roles highly rewarding. They often encountered complex situations that required balancing administrative duties with the promotion of Catholic identity. However, the fulfillment derived from witnessing the positive impact of their work on students and the broader community was significant. Collaboration with Church authorities, such as regular evaluations and communication with local bishops, helped maintain the institution's alignment with Catholic teachings and values, ensuring that the mission of Catholic education was effectively carried out.

An article of Joseph A. Komochack (2003) focused on the lived experiences of lay teachers within Catholic educational settings. It talked about the ways lay educators perceive their roles within the broader framework of Catholic education and how they feel empowered or disempowered by institutional structures, professional development, and the collaborative school culture. These are related to the discussion of Divine Word Missionaries that despite the many challenges, still they find their roles highly rewarding.

The study "Empowering Insights of Lay Mission Partners' Experiences and Perspectives at St. Louise De Marillac College of Sorsogon, Inc." explored the vital role of lay administrators in integrating faith into their leadership and daily responsibilities. This aligned with the broader understanding that lay administrators at Catholic institutions are expected to embody and promote the Catholic faith through their work, which is viewed as a vocation beyond professional duties. These administrators engaged in teaching doctrine, building community, and serving in ministerial capacities, thereby fostering a supportive and faith-centered educational environment (Cardinal Newman Society, n.d.; Lay Mission Project, n.d.). The study at

St. Louise De Marillac College of Sorsogon, Inc. likely highlighted similar themes, emphasizing the continuous formation, community building, and the personal and spiritual fulfillment that lay mission partners experienced in their roles (Divine Word Missionaries, n.d.).

Groome, T.H. (2001) discussed the role of lay people in Catholic schools, focusing on the empowerment of lay educators. It explored how lay teachers and staff are involved in the educational and spiritual mission of the school, how their perspectives are valued, and the challenges they face in being fully integrated into the Catholic educational ethos. Similarly, the present study focused on the experiences and perceptions on empowerment of Lay Mission Partners who are currently assigned as administrators in the school.

Maria A. Jansen (2010) explored the theological underpinnings of lay participation in Catholic schools. It highlighted how lay mission partners experience empowerment through a deep understanding of their role within the Church's educational mission and discussed the ways they contribute to the spiritual life of the school while also being involved in administrative and pedagogical decisions. In addition, Julie A. Urban (2012) discussed how lay educators are involved in collaborative decision-making processes in Catholic schools. It emphasized the importance of empowerment through participation in school governance, curriculum design, and school initiatives, which align with the values of the Catholic educational mission.

Lay administrators at Catholic institutions engage in on-going personal and professional development to enhance their effectiveness in their roles. Programs like the Lay Mission Project provided comprehensive formation, which was essential for their continuous growth. This formation included theological education, pastoral training, and practical skills necessary for effective leadership. Such programs are designed to help lay administrators integrate their faith more deeply into their professional lives, ensuring that their work aligns with the mission of Catholic education (Lay Mission Project, n.d.).

This continuous learning process is vital for adapting to the evolving needs of the community they serve. As educational environments change and new challenges arise, lay administrators must be equipped to respond effectively while maintaining the institution's Catholic identity. This adaptability requires a commitment to lifelong learning and a willingness to embrace new methodologies and perspectives that support the holistic development of students and the broader community (Cardinal Newman Society, n.d.; Lay Mission Project, n.d.).

Furthermore, the on-going formation helped lay administrators to stay true to the core mission of Catholic education, which emphasized academic excellence, moral development, and spiritual growth. By participating in continuous formation programs, administrators can reinforce their commitment to these values, ensuring that every aspect of their leadership reflects the principles of the Catholic faith. This alignment is crucial for fostering an environment where students can thrive both academically and spiritually according to the Society of Cardinal Newman.

Concerning the current study, continuous formation and adaptation were likely central themes. The study highlighted how these administrators engaged in professional development to better serve their community and uphold the college's mission. Their lived experiences reflected the challenges and rewards of integrating faith into their leadership roles while continuously adapting to meet the needs of their students and institution (Lay Mission Project, n.d.; Cardinal Newman Society, n.d.).

LOCAL LITERATURE

The experiences and perspectives of lay mission partners serving as college administrators in the Philippines highlighted various dimensions of their roles, challenges, and contributions. Lay administrators in Catholic institutions such as St. Louise de Marillac College of Sorsogon were tasked with integrating their faith into their leadership roles. This integration means that their work is not merely about administrative duties but also about promoting and living out Catholic doctrine in their daily responsibilities. They serve as role models of the faith, ensuring that their leadership reflects the core values and teachings of the Catholic Church. This holistic approach is fundamental to maintaining the Catholic identity and mission of the institution (Cardinal Newman Society, 2023).

In addition to promoting Catholic doctrine, Cardinal Newman (2023) noted that lay administrators are also responsible for fostering a sense of community within the institution. This involves creating an environment where students, faculty, and staff feel valued and supported in their spiritual and academic growth. By building a strong community rooted in faith, lay administrators help cultivate a sense of belonging and shared purpose among all members of the school. This communal aspect is essential for the holistic development of students and the fulfillment of the institution's mission.

Engaging in ministerial activities is another key component of the role of lay administrators. They are expected to participate in and sometimes lead religious ceremonies, provide pastoral care, and support the spiritual needs of the school community. This ministerial involvement underscores the vocational nature of their work, emphasizing that their responsibilities go beyond administrative tasks to include nurturing the spiritual life of the institution. This engagement helps to reinforce the Catholic identity of the school and ensures that the faith is a lived experience for all members of the community (Lay Mission Project, 2023).

The integration of faith and leadership is a central theme. The study likely explored how these administrators embodied their faith in their roles and the impact on their personal and professional lives. By focusing on their lived experiences, the study provided insights into the unique challenges and rewards of being a lay mission partner in a Catholic educational institution. It highlighted how their vocational commitment shaped their approach to leadership and community building, contributing to the overall mission of Catholic education (Cardinal Newman Society, 2023; Lay Mission Project, 2023).

According to UNESCO (2015), lay mission partners in Catholic educational institutions often encounter significant challenges, including a lack of resources, support, and recognition. These issues are prevalent across various educational contexts and are particularly pronounced in developing countries like the Philippines. Resource limitations can hinder the ability to provide high-quality education and adequate facilities for students and staff. Financial constraints often mean that lay mission partners must find creative solutions to meet the needs of their communities, which can be both time-consuming and stressful (PBE, 2023).

Support for lay mission partners is often insufficient, which can lead to feelings of isolation and burnout. The lack of structured support systems, such as mentorship programs and professional development opportunities, can make it difficult for these administrators to grow and excel in their roles. Moreover, the absence of a strong support network can exacerbate the challenges they face, making it harder to sustain their vocational commitment and effectiveness in their positions (Cardinal Newman Society, 2023; PBE, 2023).

In 2023, UNESCO highlighted that recognition is another significant issue for lay mission partners. Despite their crucial role in maintaining the Catholic identity and mission of their institutions, they often do not receive the acknowledgment they deserve. This lack of recognition can be demotivating and may lead to higher turnover rates among lay administrators. Ensuring that their contributions are valued and celebrated is essential for maintaining morale and encouraging long-term commitment to their roles.

In the context of the study, these challenges and barriers were likely significant themes. The study provided valuable insights into how lay mission partners at this institution navigated these difficulties while striving to fulfill their vocational responsibilities. It also highlighted the strategies they employed to advocate for better support structures and policies, and how they found ways to sustain their commitment to the mission of Catholic education despite these obstacles (PBE, 2023; Cardinal Newman Society, 2023).

An article of Cristina V. Ocampo (2016) offered a Filipino perspective on the empowerment of lay teachers in Catholic schools which is related to Cardinal Newman's discussion. It examined how Filipino lay educators are empowered through professional development programs, collaborative efforts with church leaders, and a supportive community of practice. It also emphasized the spiritual dimension of empowerment, where teachers feel called to contribute to both the academic and moral development of students. Lay Educators found ways and means to conquer the challenges in order to sustain their commitment to the mission.

Lay administrators in Catholic institutions significantly contributed to community building and advocacy, playing crucial roles in fostering inclusive environments and supporting marginalized groups. They were responsible for implementing programs and initiatives that promoted a sense of belonging among all students, regardless of their background. This involved creating policies and practices that ensure inclusivity and respect for diversity within the school community. By championing these values, lay administrators help build a supportive and welcoming environment that aligns with the mission of Catholic education (Cardinal Newman Society, 2023; UNESCO, 2015).

In 2021, UP Babaylan claimed that one key area where lay administrators make a substantial impact is in their advocacy for marginalized groups, such as LGBT students. In institutions like St. Louise de Marillac College of Sorsogon, administrators work to provide safe spaces and support networks for these students. This includes collaborating with organizations, which focus on LGBT rights and support. These partnerships are essential for providing comprehensive support services, including counseling, health services, and educational programs that address the unique challenges faced by LGBT students.

Additionally, lay administrators engaged in broader community advocacy efforts, working to promote social justice and equity both within and outside their institutions. They often partnered with local and national organizations to address systemic issues and advocate for policy changes that benefit marginalized communities. This advocacy extended to various social issues, including poverty, healthcare access, and educational equity, reflecting the Catholic commitment to social justice and the common good (Lay Mission Project, 2023; PBE, 2023).

Cardinal Newman Society (2013) said that these community-building and advocacy efforts are likely central themes for the experiences of the Lay Mission partners. The study explored how lay administrators at this institution navigated their roles as advocates for inclusivity and support for marginalized groups. It provided insights into their strategies for building supportive communities and partnering with external organizations

to enhance their advocacy efforts. This alignment with the broader mission of Catholic education highlighted the integral role of lay administrators in fostering an inclusive and just educational environment.

FOREIGN STUDIES

The studies presented in this chapter collectively offered a comprehensive view of the various roles, challenges, and strategies that lay mission partners encountered in their administrative positions. They underlined the necessity for continuous professional development, faith integration, and the effective use of technology in fulfilling their mission at institutions like St. Louise De Marillac College of Sorsogon, Inc.

The Cardinal Newman Society (2023) emphasized the critical role of faith integration and apostolic mission in Catholic educational leadership. Lay administrators in Catholic institutions are expected to embody and promote Catholic doctrine, serving not only as educational leaders but also as spiritual guides and role models for the entire school community. Their responsibilities included teaching and upholding Catholic values, fostering a strong sense of community, and actively engaging in ministerial activities that aligned with the mission of Catholic education. This dual role required a deep personal commitment to the faith and a dedication to nurturing the spiritual development of students and staff alike.

Building a strong and cohesive community is a central aspect of the lay administrators' role. They were tasked with creating an environment that reflected Catholic teachings and values, ensuring that every member of the school community feels supported and valued. This involved implementing programs that promote spiritual growth, facilitating religious ceremonies, and providing pastoral care. The goal was to cultivate a sense of belonging and shared purpose, which is essential for the holistic development of students and the fulfillment of the institution's mission (Lay Mission Project, 2023; Cardinal Newman Society, 2023).

A study by Smith (2017) explored the role of lay mission partners in global Christian mission initiatives, focusing on the empowerment experienced by lay participants in the context of cross-cultural missionary work. The study found out that lay participants often experience a sense of empowerment through their active roles in mission projects, where they are not merely support staff but partners who bring skills and perspectives that enhance the mission's impact. The study also emphasized that empowerment occurs when lay people perceive themselves as integral to the mission's success and as agents of change in both their local and global communities.

Another study by Moyo (2019) on the lived experiences of lay mission partners in Southern Africa, where local lay participants engaged in grassroots mission activities aimed at community development, health, and education. Moyo found that empowerment was perceived as a collective process, where lay missionaries felt a strong sense of ownership over mission initiatives. Participants reported a deep connection between their faith and their contributions to their communities, especially when they were entrusted with leadership roles in mission activities. This empowerment often led to a greater sense of confidence and a stronger ability to tackle social issues at the local level. The studies by Moyo and Smith are similar to the present study since it is also about the experiences and perception of the Lay Mission Partners.

The integration of faith and leadership is a crucial theme. The study likely explored how these lay administrators internalized and manifested their faith in their daily roles, highlighting the unique challenges and rewards of balancing professional duties with vocational commitments. By examining their lived

experiences, the study provided valuable insights into how these administrators navigated their responsibilities, fostered community, and contributed to the mission of Catholic education, thus reinforcing the importance of their role in promoting and sustaining the institution's Catholic identity (Cardinal Newman Society, 2023).

Lopez (2020) studied the experiences of lay mission partners involved in community-based missions, focusing on their perceptions of empowerment. Lopez's study suggested that lay mission partners often view empowerment through the lens of service to marginalized communities. The research found that empowerment for lay people often took the form of personal and professional growth, as they gained leadership skills, and social empowerment, as they contributed to community development efforts. Participants highlighted that their role in the mission allowed them to build relationships, advocate for social justice, and address local needs, which in turn made them feel more confident in their spiritual and social roles.

Becker (2021) investigated the experiences of lay mission partners across Europe, focusing on their roles in urban mission settings in cities like London, Paris, and Berlin. Becker's study found that lay mission partners experienced a strong sense of empowerment through collaborative efforts with local congregations, NGOs, and community groups. These partners often felt that their work was valued when they were allowed to bring their professional expertise to bear on mission projects. Empowerment was particularly felt when lay partners were included in decision-making processes, which enhanced their confidence and sense of purpose in the mission.

These studies explored how lay mission partners perceive and experience empowerment in different cultural and regional contexts, illustrating the diverse ways in which empowerment manifests through mission work. From cross-cultural missions to community development efforts, these studies showed that lay people are not merely supporting efforts but are active, empowered participants in shaping the mission's outcomes. Similarly, the present study delved on the experiences and perceptions on empowerment of Lay Mission Partners at St, Louise de la Marillac College of Sorsogon.

LOCAL STUDIES

The Philippine Business for Education (PBE, 2023) underscored the significant challenges faced by educational administrators in the Philippines, including systemic issues such as lack of resources, support, and recognition. These administrators often operate in environments where financial constraints limit their ability to provide adequate facilities and materials for effective teaching and learning. The scarcity of resources necessitates that they employ creative and resourceful strategies to meet the needs of their students and staff, which can be both time-consuming and stressful (PBE, 2023).

Another critical challenge highlighted is the lack of support for educational administrators. This included insufficient professional development opportunities, mentorship programs, and a supportive network, which are essential for administrators' growth and effectiveness in their roles. The absence of structured support systems can lead to feelings of isolation and burnout, making it difficult for administrators to sustain their commitment and perform their duties effectively. Furthermore, reflecting on these challenges while trying to maintain the quality of education required significant personal and professional resilience (Cardinal Newman Society, 2023; PBE, 2023).

It is clear that these systemic issues significantly impacted the lived experiences of lay mission partners. The study likely examined how these administrators cope with the lack of resources, support, and recognition while striving to fulfill their vocational and professional responsibilities. It provided valuable insights into the strategies they employed to advocate for better support structures and policies, and how they managed to sustain their commitment to the mission of Catholic education despite these obstacles (PBE, 2023; Lay Mission Project, 2023).

The study of UP Babaylan (2021) examined the pivotal role of lay administrators in fostering community building and advocacy within educational institutions. Lay administrators are instrumental in creating inclusive environments that support all students, particularly those from marginalized groups. Their efforts included implementing policies and programs that promoted inclusivity and equity, ensuring that every student feels valued and respected. These administrators often collaborated with various stakeholders, including students, parents, and external organizations, to address the diverse needs of the school community and uphold the principles of social justice.

Moreover, the study highlighted the proactive stance of lay administrators in advocating for marginalized groups. They engaged in partnerships with external organizations to extend support services and resources to students who need them the most. This advocacy work is crucial in breaking down barriers and creating opportunities for all students to thrive academically and socially. By fostering these partnerships, lay administrators demonstrated their commitment to creating a just and equitable educational environment that aligned with the core values of Catholic education (Cardinal Newman Society, 2023; PBE, 2023).

In a study on lay mission empowerment in Davao City, Delgado (2017) examined the personal narratives of lay individuals involved in Catholic outreach programs. The research identified that these lay missionaries often experience an inner transformation as they step into roles of leadership and service. Their perceptions of empowerment are interwoven with their faith journeys, as they articulate a deeper sense of vocation in their participation. The study underscored that empowerment for these lay participants is both a spiritual and personal development, enhancing their self-worth and leadership capacity within the Church.

San Juan (2020) explored how lay Catholics engage in parish activities. The study found that lay people in parish-based missions felt empowered through their participation in educational programs, health missions, and community-building efforts. Their perceptions of empowerment were shaped by the opportunities to use their professional skills in religious activities, creating a sense of meaningful contribution to the Church's mission.

The empowerment of lay missionaries in the Philippines has been deeply influenced by the context of Catholic social teachings and the grassroots movements within the Church. Gutierrez (2018) highlighted how Filipino lay missionaries, often from marginalized communities, perceive their roles as an extension of their faith in serving others. Their lived experiences suggested that lay empowerment is not only about gaining leadership skills but also about becoming advocates for social justice, particularly in rural and underserved urban areas. This dynamic leads to a heightened sense of responsibility and ownership in church activities, beyond just spiritual service.

The study likely explored how Lay Mission Partners at this institution engaged in creating inclusive environments and advocating for marginalized groups, reflecting their dedication to social justice and equity. It provided insights into their strategies for collaboration with external organizations and the

challenges they face in their advocacy efforts, highlighting the significant impact of their work on the school community (UP Babaylan, 2021; Lay Mission Project, 2023).

The studies cited, provided a comprehensive look into how lay people perceive and experience empowerment in their roles as mission workers. They reflected the local context, including how social, economic, and spiritual factors interweave to create a sense of responsibility and personal development among lay missionaries. In the present study, it also shows the Lay Mission Partners' experiences and how they respond to the challenges on empowerment in their respective workplaces.

SYNTHESIS OF THE STATE-OF-THE-ART

The exploration of the lived experiences of lay mission partners serving as college administrators at St. Louise De Marillac College of Sorsogon, Inc. revealed several critical themes that are common to similar roles within Catholic educational institutions. These themes included the integration of faith into leadership, continuous formation and professional development, community building and advocacy, and navigating systemic challenges.

Faith Integration and Vocational Commitment

Lay administrators were expected to integrate their faith deeply into their leadership roles, embodying and promoting Catholic values through their daily responsibilities. This integration extended beyond professional duties and was seen as a vocational commitment. Studies such as those by the Cardinal Newman Society (2023) and the Lay Mission Project (n.d.) highlighted the dual role of lay administrators as both educational leaders and spiritual guides. They were responsible for teaching and upholding Catholic doctrine, fostering a sense of community, and engaging in ministerial activities, which emphasized the holistic approach to Catholic education that combines spiritual and academic growth.

Continuous Formation and Professional Development

Continuous formation and professional development are essential for lay administrators to effectively fulfill their roles. Programs like the Lay Mission Project provided comprehensive formation, including theological education, pastoral training, and practical skills necessary for effective leadership. This ongoing education helped lay administrators integrate their faith more deeply into their professional lives and adapt to the evolving needs of their communities (Lay Mission Project, n.d.; Cardinal Newman Society, 2023). The emphasis on personal and spiritual growth ensured that lay administrators remained committed to their vocational calling and were better prepared to inspire others within the community.

Community Building and Advocacy

Lay administrators played a significant role in community building and advocacy within Catholic institutions. They worked towards creating inclusive environments that supported all students, particularly those from marginalized groups. Studies by UP Babaylan (2021) and the Cardinal Newman Society (2023) emphasized the efforts of lay administrators in promoting inclusivity, equity, and social justice. They engaged in partnerships with external organizations to provide comprehensive support services and advocate for policy changes that benefited marginalized communities. This advocacy work is crucial in fostering a supportive and cohesive environment aligned with Catholic values.

Navigating Systemic Challenges

Educational administrators in the Philippines often face significant challenges, including a lack of resources,

support, and recognition. The Philippine Business for Education (PBE, 2023) highlighted these systemic issues, which necessitated that lay administrators employ creative and resourceful strategies to meet the needs of their communities. Despite these challenges, lay administrators remained committed to their roles, finding fulfillment in their vocational responsibilities and the positive impact of their work on the school community (PBE, 2023; UNESCO, 2015).

Relation to the Current Study

The study "Empowering Insights of Lay Mission Partners' Experiences and Perspectives at St. Louise De Marillac College of Sorsogon, Inc." likely reflected these broader themes. It explored how Lay Mission Partners integrated faith into their leadership, engaged in continuous formation, built inclusive communities, and navigated the challenges they faced. By focusing on their lived experiences, the study provided valuable insights into the unique challenges and rewards of being a Lay Mission Partner in a Catholic educational institution, reinforcing the importance of their role in promoting and sustaining the institution's Catholic identity (Cardinal Newman Society, 2023; Lay Mission Project, n.d.; UP Babaylan, 2021).

GAP BRIDGED BY THE STUDY

While numerous studies discussed the general roles and challenges of lay administrators in Catholic educational institutions (Cardinal Newman Society, 2023; Lay Mission Project, n.d.), there is a lack of focused research on the specific experiences and perspectives of Lay Mission Partners in the Philippine context. This study provided a detailed examination of their lived experiences at St. Louise De Marillac College of Sorsogon, offering insights into their unique challenges and the strategies they employed to integrate faith into their professional roles.

Existing literature emphasized the importance of integrating faith into leadership within Catholic educational institutions (Cardinal Newman Society, 2023). However, there was limited empirical research exploring how this integration is practically achieved and experienced by lay administrators on a day-to-day basis. This study bridged this gap by providing concrete examples of how Lay Mission Partners embodied and promoted Catholic values in their leadership roles, highlighting the interplay between vocational commitment and professional responsibilities.

The systemic challenges faced by educational administrators in the Philippines, such as lack of resources, support, and recognition, have been well-documented (PBE, 2023). However, there is a paucity of research on how these challenges specifically impacted Lay Mission Partners and the coping mechanisms they developed. This study filled this gap by exploring the particular difficulties faced by lay mission partners at St. Louise De Marillac College of Sorsogon and their strategies for advocating for better support structures and policies.

While the role of lay administrators in community building and advocacy is recognized (UP Babaylan, 2021), detailed studies on their efforts to support marginalized groups within Catholic institutions are limited. This research provided valuable insights into the initiatives undertaken by lay mission partners to create inclusive environments and advocate for marginalized groups, reflecting their commitment to social justice and equity within the context of a Catholic educational institution.

The importance of continuous formation and professional development for lay administrators is acknowledged in the literature (Lay Mission Project, n.d.; Cardinal Newman Society, 2023). However, there

is a need for a more in-depth analysis of the specific formation programs and their impact on lay administrators' effectiveness and commitment. This study contributed to this area by examining the professional development opportunities available to Lay Mission Partners and their role in enhancing the administrators' ability to fulfill their vocational and professional responsibilities.

Overall, this study bridged significant gaps, by providing a comprehensive understanding of the lived experiences of Lay Mission Partners in the specific context of St. Louise De Marillac College of Sorsogon. It highlighted their unique challenges, the integration of faith into their leadership roles, their contributions to community building and advocacy, and the impact of continuous formation on their effectiveness and commitment. This research added depth to the broader discourse on Catholic educational leadership and offered practical insights that can inform policy and practice within similar institutions.

THEORETICAL FRAMEWORK

The theoretical framework of this study integrates Transformational Leadership Theory, Empowerment Theory, Role Theory, and Organizational Support Theory to comprehensively examine the experiences and perspectives of Lay Mission Partners at St. Louise De Marillac College of Sorsogon.

Transformational Leadership Theory was developed by James MacGregor Burns (1978) and later expanded by Bernard Bass (1985), suggesting that leaders can inspire and motivate followers to exceed their self-interests for the good of the organization and achieve higher levels of performance. This theory was characterized by four components: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Transformational leaders act as role models, inspire and motivate their followers, stimulate their intellect, and attend to their individual needs. In the context of Lay Mission Partners at St. Louise De Marillac College of Sorsogon, Inc., transformational leadership is relevant as these administrators are expected to embody and promote Catholic values, inspire and motivate the college community, and address the unique needs of students and staff. Their role in fostering a faith-centered environment and driving positive change within the institution aligns with the principles of transformational leadership.

Empowerment Theory, as discussed by Julian Rappaport (1987), emphasized the process of gaining influence over events and outcomes of importance to an individual or community. It involved both psychological empowerment, which is the internal perception of one's ability to influence outcomes, and structural empowerment, which involves the actual control over resources and decision-making processes. This theory supported the study's focus on how Lay Mission Partners perceive their empowerment within the college. By examining factors that contributed to or hindered their sense of empowerment, the study can provide insights into how these administrators can be better supported and enabled to perform their roles effectively, thereby enhancing their contributions to the institution.

Role Theory, as outlined by George Herbert Mead and further developed by Ralph Linton, examined how individuals fulfill various roles within a social context. It suggested that behaviors and actions are influenced by the social roles individuals occupy, which come with specific expectations and norms. The application of Role Theory helps in understanding the lived experiences of lay mission partners by examining the expectations and norms associated with their administrative roles. This perspective can shed

light on the challenges and responsibilities they face, and how they navigate their dual roles as both faith leaders and professional administrators.

Organizational Support Theory (OST), proposed by Robert Eisenberger et al. (1986), posits that employees develop a general perception of the extent to which the organization values their contributions and cares about their well-being. Higher perceived organizational support (POS) leads to increased job satisfaction, commitment, and performance. This theory is pertinent in exploring the support mechanisms that lay mission partners receive from the institution. By understanding how these administrators perceive the support from the college, the study can identify areas where organizational support can be enhanced to improve their experiences and effectiveness in their roles.

The researcher's theory in this study theorizes that the effective empowerment and leadership of Lay Mission Partners in Catholic educational institutions are significantly influenced by a combination of Transformational Leadership, Empowerment, Role, and Organizational Support theories. Specifically, the theory suggests that by integrating the above-mentioned theories, the Lay Mission Partners shall perceive their empowerment, navigate their roles, and contribute to the college's mission, highlighting the factors that support or hinder their effectiveness in their administrative roles. Encapsulating the different theories presented, the context of the theory on the study of Lay Mission Partners at St. Louise De Marillac College of Sorsogon is "Holistic Empowerment Leadership Theory." This theory reflects the comprehensive approach to understanding how administrators combine inspirational leadership, personal empowerment, role clarity, and organizational support to effectively fulfill their vocational and professional responsibilities. It presents a framework for leadership that emphasizes the integration of both individual and collective well-being in a way that nurtures sustainable success. This theory posits that effective leadership is not just about achieving organizational goals or driving performance, but about fostering an environment where both leaders and followers are empowered to reach their fullest potential. This idea of leadership should be holistic and address not only the intellectual and professional aspects of individuals but also their emotional, social, and spiritual dimensions. Furthermore, in this researcher's theory, leaders act as facilitators who encourage personal growth, support work-life balance, and create a culture of mutual respect and trust. The theory suggests that empowering followers to make decisions, take initiative, and contribute to the broader goals of the organization leads to greater engagement, innovation, and resilience. By cultivating a sense of ownership and agency among team members, leaders can inspire both personal and organizational transformation.

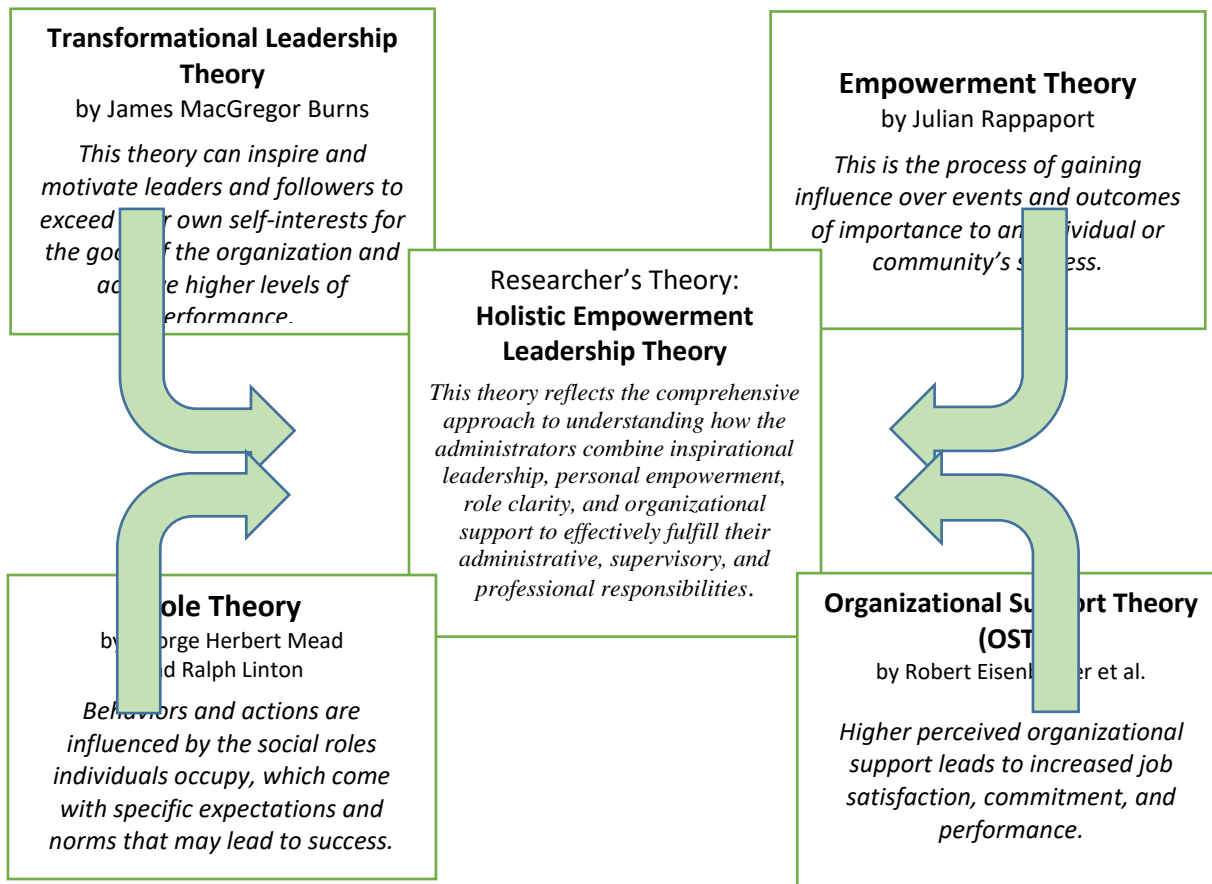


FIGURE 2 THEORETICAL PARADIGM

CONCEPTUAL FRAMEWORK

The conceptual framework for this study seeks to understand the experiences, perspectives, and empowerment of Lay Mission Partners serving as college administrators at St. Louise de Marillac College of Sorsogon, Inc. This framework integrates key concepts and variables that influence their roles and effectiveness. It aims to identify factors that contribute to or hinder their empowerment and to design programs and support mechanisms that enhance their performance and experience.

Key concepts and variables within this framework include lived experiences, perceived empowerment, contributing and hindering factors, perceived contributions as change agents, and programs and support mechanisms. Lived experiences encompass the day-to-day realities, challenges, and successes faced by Lay Mission Partners in their administrative roles (Creswell & Poth, 2016). Perceived empowerment refers to how these individuals view their sense of autonomy, influence, and capacity to effect change within the college (Freeman, 1984). Contributing and hindering factors are the internal and external elements that impact the empowerment of Lay Mission Partners, such as organizational culture, leadership support, and available resources (Bourdieu, 1986). Additionally, perceived contributions as change agents involve how

Lay Mission Partners see their impact and role in driving change and improvements within the institution (McKnight & Kretzmann, 1993). Finally, programs and support mechanisms refer to the proposed initiatives aimed at enhancing the experiences and performance of Lay Mission Partners, ensuring they are well-equipped and supported in their roles (Braun & Clarke, 2006).

The conceptual model for this study, structured around the Input-Process-Output-Outcome framework, systematically explores the experiences and empowerment of Lay Mission Partners serving as college administrators at St. Louise de Marillac College of Sorsogon, Inc. The input phase focuses on personal background, organizational context, and available resources. This includes the educational background, professional experience, and personal motivations of Lay Mission Partners, as well as the college's mission, values, culture, and existing support structures. Additionally, resources such as training programs, mentorship opportunities, and professional development offerings are considered essential inputs that set the stage for understanding the empowerment of these individuals.

In the process phase, data collection involves gathering qualitative data through interviews, focus groups, and surveys with Lay Mission Partners to capture their lived experiences and perceptions. The analysis focuses on assessing perceptions of empowerment, identifying both contributing and hindering factors and understanding the perceived role of Lay Mission Partners as change agents within the college. Evaluation of existing programs reviews current support mechanisms and their effectiveness in empowering these partners.

The output phase then synthesizes findings on lived experiences, providing detailed descriptions of daily challenges and insights on empowerment. This includes a comprehensive understanding of how Lay Mission Partners perceive their empowerment and the factors influencing it, along with identified gaps and needs for additional support.

Finally, the outcome phase aims to develop enhanced empowerment strategies, leading to improved performance and satisfaction among Lay Mission Partners. This, in turn, fosters positive organizational change, increasing the effectiveness and impact of Lay Mission Partners as agents of change within the college.

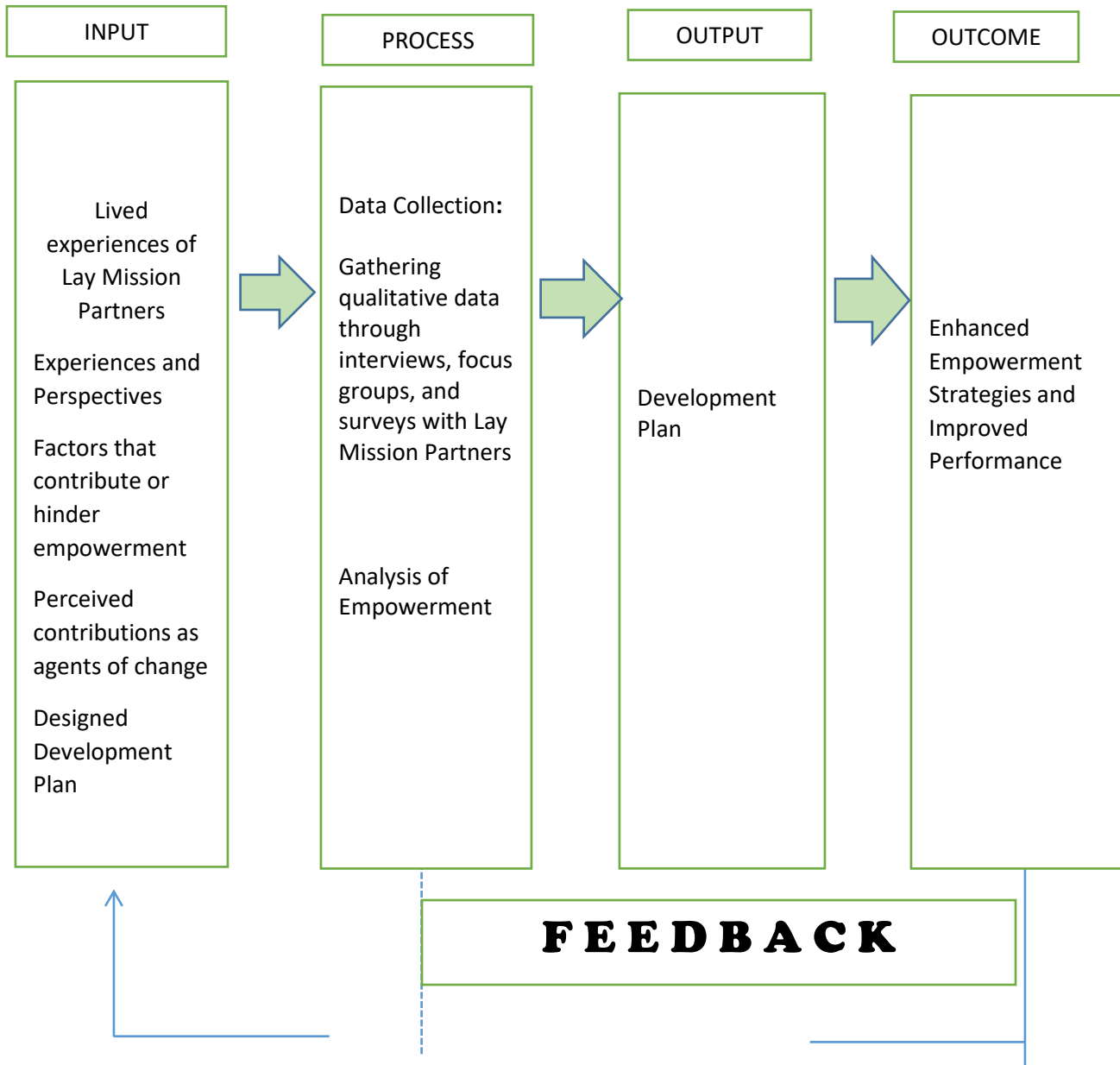


Figure 3 Conceptual Paradigm

CHAPTER 3
METHOD AND PROCEDURES
RESEARCH DESIGN AND METHODOLOGY

The Research Design and Methodology chapter delineates the systematic approach employed to investigate the experiences and empowerment of Lay Mission Partners serving as college administrators at St. Louise de Marillac College of Sorsogon, Inc. This chapter outlines the research framework, encompassing the design, population, sampling techniques, data collection methods, and analytical procedures. It provides a detailed explanation of the qualitative methodologies used to gather in-depth insights into the lived experiences and perceptions of the participants. Furthermore, the chapter addresses the steps taken to ensure

the validity and reliability of the research findings, ethical considerations, and the instruments used for data collection. Through this comprehensive methodology, the study aimed to generate meaningful and actionable insights that contribute to the enhancement of support mechanisms and empowerment strategies for Lay Mission Partners within the college.

APPROPRIATENESS OF DESIGN

The appropriateness of the design for this study lies in its qualitative approach, which is well-suited to exploring the nuanced experiences and perceptions of Lay Mission Partners serving as administrators at St. Louise de Marillac College of Sorsogon, Inc. A qualitative research design allows for an in-depth understanding of the participants' lived experiences, perceived empowerment, and their roles as change agents within the institution. This approach facilitates rich, detailed data collection through methods such as interviews, focus groups, and surveys, enabling the researchers to capture the complexity of the factors influencing empowerment and effectiveness. By employing qualitative methodologies, the study can uncover the underlying themes and patterns that quantitative methods might overlook, thereby providing a comprehensive and holistic view of the Lay Mission Partners' experiences and the institutional context. This design is particularly appropriate as it aligns with the study's objectives to not only understand but also enhance the empowerment and performance of these key stakeholders.

RESEARCH QUESTIONS

This study aimed to explore the multifaceted experiences and perspectives of Lay Mission Partners serving as college administrators at St. Louise De Marillac College of Sorsogon, Inc. It delved into their lived experiences, perceptions of empowerment, and their roles as agents of change within the institution. The study also aimed to identify the factors that either contribute to or hinder their empowerment and to propose programs and support mechanisms that could enhance their experiences and performance. In this study, the following are the questions:

1. What are the lived experiences of Lay Mission Partners serving as college administrators at St. Louise De Marillac College of Sorsogon, Inc.?
2. How do lay mission partners perceive their empowerment in the college along administrative and supervisory?
3. What factors contribute to or hinder the empowerment of Lay Mission Partners in their administrative and supervisory roles?
4. In what ways do Lay Mission Partners perceive their contributions as agents of change within the college?
5. What development can be designed to improve the experiences and performance of Lay Mission Partners as administrators in the private school?

POPULATION AND SAMPLES

The population of this study comprised Lay Mission Partners serving as administrators at St. Louise De Marillac College of Sorsogon, Inc. This group included individuals who are deeply involved in the administrative functions of the college and who contribute significantly to the institution's mission and

objectives. Lay Mission Partners play crucial roles in shaping the educational environment, fostering a sense of community, and implementing the strategic goals of the college. Their unique position within the institution makes them ideal candidates for exploring themes of empowerment, leadership, and organizational impact.

The sample for this study was drawn using a purposive sampling technique, focusing on those Lay Mission Partners who have extensive experiences and involvement in administrative roles. This method ensured that the participants selected are well-equipped to provide rich, detailed insights into their experiences and perspectives. The sample included a diverse group of participants to capture a broad range of views and experiences. Factors such as length of service, specific administrative roles, and involvement in various college initiatives were considered to ensure a comprehensive understanding of the Lay Mission Partners' experiences. The final sample size was determined based on the principle of saturation, where data collection continues until no new significant information emerges.

INSTRUMENTALITY

The instrumentality of this research refers to the tools and methods used to collect and analyze data, ensuring a comprehensive understanding of the experiences and perspectives of Lay Mission Partners at St. Louise De Marillac College of Sorsogon, Inc. This study employed a qualitative data collection technique to capture the nuanced experiences of the participants. The primary instruments included semi-structured interviews, focus group discussions, and surveys. These tools were designed to elicit detailed narratives and measurable data regarding the empowerment, challenges, and contributions of Lay Mission Partners in their administrative roles.

Semi-structured interviews allowed for in-depth exploration of individual experiences, providing flexibility for participants to express their thoughts and feelings openly. Focus group discussions fostered dynamic interactions among participants, revealing collective insights and shared experiences. Surveys, on the other hand, offered a structured way to quantify perceptions and attitudes, enabling the researcher to identify patterns and correlations. The combination of these instruments ensured a robust data collection process, enhancing the validity and reliability of the findings. By employing multiple data collection methods, this research provided a holistic view of the empowerment and impact of Lay Mission Partners within the college setting.

INFORMED CONSENT

Informed consent is a crucial ethical component of this research, ensuring that all participants are fully aware of the study's purpose, procedures, and potential impacts before agreeing to take part. Before any data collection began, participants received detailed information about the research objectives, the nature of their participation, and the expected duration of their involvement. This information was provided in clear and comprehensible language, allowing participants to make an informed decision about their participation. Additionally, participants were informed about their right to withdraw from the study at any time without any negative consequences.

The informed consent process emphasized the confidentiality and anonymity of the participants' contributions. Participants were assured that their responses would be handled with the utmost care to

protect their identity and personal information. All data collected were anonymized, and any identifying information was removed or altered to maintain confidentiality. This reassurance was intended to create a safe environment where participants felt comfortable sharing their genuine experiences and perspectives. Furthermore, participants were required to sign a consent form that outlined these details, ensuring that they had a documented understanding and agreement to participate in the research. This process upheld the ethical standards of research and respects the autonomy and rights of all participants involved.

PILOT STUDY

Conducting a pilot study is an essential step in this research to ensure the robustness and effectiveness of the research instruments and methodologies. The pilot study involved a smaller subset of participants drawn from the target population of Lay Mission Partners serving as college administrators at St. Louise de Marillac College of Sorsogon, Inc. The primary aim of the pilot study was to test the research instruments, such as surveys and interview guides, to identify any potential issues in question clarity, relevance, and overall structure. By doing so, the researchers made necessary adjustments to enhance the validity and reliability of the data collection tools before proceeding to the main study.

The pilot study also provided valuable insights into the logistical aspects of the research process. This included assessing the feasibility of the data collection methods, the time required to complete surveys and interviews, and the effectiveness of the recruitment strategies. Additionally, the pilot study allowed the research team to refine their approach to data analysis, ensuring that the coding and thematic analysis procedures were appropriately aligned with the research objectives. Feedback from participants in the pilot study was solicited to understand their experience and to identify any areas of improvement. The findings from the pilot study were meticulously reviewed, and the lessons learned informed the final design and implementation of the main study, ultimately enhancing the overall quality and credibility of the research.

QUALITATIVE DATA AND ANALYSIS

The qualitative data and analysis for this study focused on understanding the experiences, perspectives, and empowerment of Lay Mission Partners serving as college administrators at St. Louise de Marillac College of Sorsogon, Inc. Data collection involved in-depth interviews, focus groups, and open-ended surveys, aiming to capture rich, detailed accounts of the participants' lived experiences. These methods were chosen to facilitate an in-depth exploration of the nuanced and complex aspects of the participants' roles and perceptions. Interviews and focus groups will be audio-recorded and transcribed verbatim to ensure accuracy and to preserve the integrity of the participants' narratives.

Thematic analysis was employed to analyze the qualitative data. This method involved identifying, analyzing, and reporting patterns (themes) within the data. The process began with familiarization, where the researchers immersed themselves in the data by reading the transcripts multiple times. Next, initial codes were generated by systematically coding interesting features of the data across the entire dataset. These codes were then collated into potential themes, which were reviewed and refined to ensure they accurately reflected the data. The final themes were defined and named, providing a clear framework for presenting the findings. This approach allowed for a comprehensive understanding of the key issues related to the empowerment of Lay Mission Partners, their contributions as change agents, and the factors

influencing their experiences. The thematic analysis was supported by direct quotes from participants, offering authentic insights and enhancing the credibility of the study.

VALIDITY AND RELIABILITY

Ensuring the validity and reliability of this qualitative study was crucial to uphold the credibility and trustworthiness of the findings. Validity in qualitative research pertains to the extent to which the study accurately represented the phenomenon under investigation. To enhance validity, multiple strategies were employed. Firstly, the research design was aligned with the research questions and theoretical framework, ensuring that data collection methods—such as interviews and focus groups—were appropriately structured to capture the lived experiences and perceptions of Lay Mission Partners at St. Louise de Marillac College of Sorsogon, Inc. Triangulation, where multiple data sources (interviews, observations) were used to corroborate findings, further validated the interpretations and conclusions drawn from the data.

Moreover, member checking was utilized to validate the accuracy of interpretations. This involved sharing findings with participants to confirm that their perspectives have been accurately understood and represented. Additionally, reflexivity was employed by the researchers to acknowledge and mitigate potential biases that could influence data interpretation.

Reliability, on the other hand, refers to the consistency and repeatability of findings when the study was conducted under similar conditions. To enhance reliability, rigorous data management procedures were followed, including detailed documentation of data collection processes, transcription protocols, and coding procedures. Inter-coder reliability was established through team discussions and coding audits to ensure consistency in the application of codes and interpretation of themes among researchers. Furthermore, an audit trail was maintained to track decision-making processes and changes in coding or interpretation throughout the study, enhancing transparency and allowing for the replication of findings by future researchers.

By employing these measures, this study aimed to uphold high standards of validity and reliability in qualitative research, thereby ensuring that the insights gained into the experiences and perspectives of Lay Mission Partners were robust and meaningful for informing organizational policies and practices at St. Louise de Marillac College of Sorsogon, Inc.

CONFIDENTIALITY OF THE STUDY

Maintaining confidentiality is paramount in this study to protect the privacy and sensitive information of the participants, particularly Lay Mission Partners at St. Louise de Marillac College of Sorsogon, Inc. Confidentiality ensures that participants feel secure in sharing their personal experiences and perspectives without fear of unauthorized disclosure. To uphold confidentiality, several key measures were implemented throughout the research process.

Firstly, all participants were informed about the confidentiality protocols during the informed consent process. They were assured that their identities and specific responses would be kept strictly confidential. Personal identifiers such as names, contact information, and any other potentially identifying details were removed or anonymized in transcripts and research reports. Instead, pseudonyms or participant codes were used to refer to individuals in any disseminated materials to maintain anonymity.

Secondly, access to the data collected, including audio recordings, transcripts, and field notes, was restricted to the research team members directly involved in data analysis. These team members were bound by confidentiality agreements and ethical guidelines to ensure that no unauthorized access occurs. Data storage was secured using encrypted devices and password-protected servers to prevent unauthorized access or data breaches.

Additionally, any publications or presentations resulting from the study will present aggregated data and generalized findings to further protect participant confidentiality. Specific details that could potentially identify individual participants will not be included in any public dissemination of results. By rigorously adhering to these confidentiality measures, this study aimed to uphold ethical standards and ensure the trust and cooperation of participants, thereby safeguarding their privacy throughout the research process.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the study based on the researcher's insights from the administrator-respondents. The data were comprehensively interpreted to provide accurate conclusions and recommendations. The data in this chapter were chronologically arranged based on their scope and the number of participants who shared their empowerment-related experiences. The researcher identified the experiences and perspectives of the Lay Mission Partners on empowerment, focusing on how participants perceived their workplace performance is affected by empowerment. Additionally, the researcher interpreted the challenges encountered by the participants concerning empowerment.

This chapter presents a researcher-made development plan proposal to assist both the administration and the Lay Mission Partners. For the administration, the proposal provides guidance and organization for delivering orientation and training to Lay Mission Partners assigned to administrative positions. For the Lay Mission Partners, the proposal offers a clear understanding of their functions, aiming to create empowered individuals who are effective and efficient in their roles.

The lived experiences of Lay Mission Partners of SLMCSI

The lived experiences of Lay Mission Partners in a Catholic school setting are rich and multifaceted, varying widely depending on their roles, the specific context of the school, and their backgrounds. These partners frequently serve as educators, and administrators, bringing diverse professional skills and life experiences that enrich the school environment. Their roles often encompass teaching, counseling, administration, and community outreach, each contributing to the holistic development of students.

Moreover, the experiences of Lay Mission Partners are characterized by a blend of professional responsibilities, spiritual engagement, and community involvement. Their roles significantly contribute to the educational and spiritual environment of the school, reflecting a deep commitment to both their faith and their vocation. Key themes emerge from the narratives of different participants, highlighting their dedication and the impact of their work on the school community.

1. Empowerment and Growth

The theme of empowerment and growth is a powerful one, particularly when it comes to personal and professional development. It is about recognizing one's strengths, weaknesses, and limitations and working with others to improve oneself. Participants 1,2,4 and 5 resonate with their experiences and feelings

regarding empowerment and growth. As Participant 1 said, *“I appreciate the opportunities given by the school, working with different people, working with Daughters of Charity.”* The statement highlights the power of collaboration and diverse perspectives in fostering growth. Similarly, Participant 5 said, *“I saw how I grew in this institution.”* This speaks to the importance of a supportive environment that encourages individuals to embrace their strengths and strive for excellence. In addition, Participant 4 claimed that *“the school empowered the personnel from the very start to see our potential.”* Moreover, Participant 2 added, *“The experience is transformational, I became empowered because of my work.”* This powerful statement speaks volumes about the impact of the institution on individual lives. It emphasizes the transformative power of meaningful work in fostering self-confidence and a sense of purpose. These responses highlighted how the institution fosters personal and professional growth, empowering individuals through opportunities and support.

Empowerment has been a central theme in organizational studies, particularly regarding its impact on growth and performance. In their 2017 study, Nguyen, So, and Hien investigated how empowerment strategies influence employee productivity and organizational growth. They found that empowering employees by involving them in decision-making processes and providing autonomy significantly enhances job satisfaction and, consequently, organizational performance. Similarly, a 2019 study by Smith and Reddy explored the relationship between leadership styles that emphasize employee empowerment and organizational growth metrics. Their research concluded that transformational leadership, which promotes a culture of empowerment, correlates strongly with positive growth outcomes such as increased revenue and market share.

On an individual level, empowerment is equally significant. In 2021, Miller and Thomas examined the effects of personal empowerment on career development and job satisfaction. Their findings suggested that individuals who perceive themselves as empowered are more likely to engage in proactive career development behaviors and experience higher levels of job satisfaction. Recent research by Patel and Wong in 2023 extended this understanding by investigating the psychological mechanisms behind personal empowerment. They demonstrated that individuals who feel empowered tend to exhibit greater resilience and adaptability in the face of career challenges, which contributes to overall professional growth. The lived experiences of the Lay Mission Partners reflect the positive impact of empowerment and support in both personal and professional spheres, reinforcing the findings from relevant organizational and psychological studies.

Balancing Responsibilities and Values

Balancing responsibilities and values is about ensuring that one’s duties do not conflict with or undermine core beliefs, and it often requires ongoing reflection, adaptability, and communication to maintain this equilibrium effectively. It is a critical aspect of effective leadership and organizational behavior. This concept involved harmonizing the demands of one’s role with the ethical and moral principles one holds as Participants 6,7,8,9,10 narrated.

Participant 6 stated, *“You know, as Lay Mission Partners, we are not just handling administrative tasks we have to stay accountable to the people we serve.”* Indeed, it is a big responsibility, and they are expected to do it with integrity and loyalty, especially when it comes to serving the poor. It is about making sure that their work truly reflects their values. Similarly, Participant 7 said, *“That’s true, but the real challenge is*

managing our workload. Sometimes it feels like there are not enough hours in the day. We have to prioritize everything based on what's urgent, what's important, and what is due soon." On the other hand, Participant 8 mentioned, *"For me, it is about staying committed to the Vision-Mission and Core Values of our school. I try to align my work performance with these values and maintain good relationships with the SLMCSI family."* Concerning this, Participant 9 agreed that *"following the guiding principles of SLMCSI and managing my time wisely is crucial. It is all about mission-driven decision-making and balancing efficiency with the principles we stand for."* In addition, Participant 10 said that *"integrating Vincentian values into our decision-making is the key. Regular formation sessions focused on these values help a lot. They keep us grounded and ensure that our actions reflect our commitment to these values."* Truly, it is a continual process of aligning their daily work with their core beliefs.

In this discussion, balancing responsibilities and values emerges as a complex but essential aspect of the participants' roles. The dialogue highlights several key points. Accountability and integrity are fundamental, as emphasized by Participant 6, who noted that serving the people with accountability, integrity, and loyalty is crucial. This aligns with the broader expectation that roles should reflect core values and serve those in need. Participant 7 addressed the practical challenge of balancing a heavy workload, highlighting the need for effective time management strategies by prioritizing tasks based on urgency and importance. Commitment to values was underscored by Participant 8, who emphasized the importance of adhering to the Vision-Mission and Core Values in their work, reflecting the idea that personal and professional actions should align with organizational values to maintain coherence and purpose. Participant 9 pointed out the need for mission-driven decision-making, balancing efficiency with guiding principles to maintain the integrity of the mission while achieving practical outcomes. Finally, Participant 10 stressed the integration of Vincentian values into decision-making and the role of regular formation sessions, ensuring that values are not only professed but also practiced, reinforcing the alignment of daily actions with core principles.

Balancing responsibilities and values is a complex yet essential aspect of professional roles, as highlighted by recent literature. Schwartz and Carroll (2015) discuss the integration of ethical values into organizational practices, supporting balanced decision-making. Collier and Esteban (2016) explored the alignment of corporate social responsibility with employee commitment, which enhances organizational effectiveness. Schein (2017) provided insights into how organizational culture and values influence leadership and decision-making, which is crucial for maintaining this balance. Additionally, Kramer and Porter (2021) offered a framework for creating shared value and aligning professional tasks with core ethical principles. These studies collectively underscored the importance of integrating ethical values into everyday responsibilities, ensuring that professional actions are consistent with core beliefs and organizational goals. They also reflected the challenge of balancing administrative duties with the commitment to Vincentian values, emphasizing accountability, prioritization, and value integration.

Integrating Vincentian Values

Integrating Vincentian values involves incorporating the core principles and teachings of St. Vincent de Paul into personal and organizational practices. These values, deeply rooted in the Catholic tradition, emphasize service to the poor, humility, compassion, and social justice. In the realm of integrating Vincentian values into administrative and operational practices, recent responses from participants highlight

a nuanced approach to balancing responsibilities and heritage. Participants 11, 12, and 13,14,16,18 emphasized that integrating Vincentian values into policies and practices is fundamental to their roles.

As proof, Participant 11 noted the importance of embedding these values into administrative functions, that it is *“leading by example, and maintaining effective communication.”* In addition, Participant 12 reflected on *“using Vincentian heritage as a source of inspiration, illustrating a common theme of leveraging core values for motivation and guidance in administrative tasks.”* Furthermore, Participant 13 underscored the *“daily application of St. Vincent de Paul’s values and principles, reinforcing the idea that consistent integration of these values into routine work is crucial.”*

Literature on values-driven administration supports this view, indicating that daily operational decisions should reflect the core values of the organization (Williams & Sternberg, 2020). Participant 14 highlighted the *“prioritization of service to the poor in decision-making processes as a key aspect of Vincentian values.”* Moreover, Participant 16 mentioned *“anchoring responsibilities in the teachings of St. Vincent de Paul and St. Louise de Marillac, demonstrating a commitment to historical values in everyday work.”* Recent literature supports the idea that maintaining a connection to foundational teachings enhances organizational integrity and effectiveness (Drucker, 2018). In connection to this, Participant 18 discussed *“applying Vincentian values in decision-making and program planning, showing a practical application of these values in administrative roles.”* This is consistent with current literature that stresses the importance of incorporating core values into strategic planning and decision-making processes (Mayer et al., 2022).

These responses collectively underscored the significance of integrating Vincentian values into various aspects of administrative responsibilities. This integration is supported by recent literature, which highlighted that values-based approaches in leadership and management not only align organizational practices with core principles but also enhanced overall effectiveness and commitment to the organization's mission.

Time Management and Delegation

Effective time management and delegation are pivotal in balancing administrative responsibilities, as they help optimize productivity, reduce stress, and ensure that tasks are completed efficiently. In the context of administrative roles, these elements become especially crucial, as individuals often juggle multiple tasks and responsibilities. To illustrate the significance of these strategies, we can explore the insights provided by the various participants on how they approach balancing their administrative duties.

Participant 15 highlighted that *“proper time management and the division of labor are crucial for balancing administrative responsibilities.”* Moreover, Participant 19 emphasized the *“role of teamwork and proper delegation in achieving balance.”* They suggested that organizing and prioritizing tasks effectively allows for a more manageable workload. By ensuring that tasks are evenly distributed and scheduled appropriately, individuals can maintain a balanced approach to their administrative roles, preventing overload and promoting efficiency. It was noted that Lay Mission Partners stabilize their administrative responsibilities through a process of teamwork and by entrusting tasks to others. This approach, coupled with dedication and compassion for their work, fosters a supportive environment where responsibilities are shared, and administrative burdens are lessened. This perspective underscores the importance of collaboration and trust in managing administrative duties effectively.

On the other hand, Participant 20 offered a slightly broader view, “*suggesting that balancing administrative responsibilities involves not only effective time management and delegation but also continuous reflection on one’s daily life.*” This ongoing evaluation helps individuals adjust their strategies and maintain a balance between their professional responsibilities and personal well-being. The emphasis on reflection highlights the dynamic nature of balancing administrative roles, suggesting that flexibility and adaptability are key.

Furthermore, the responses from the participants illustrated a consensus on the importance of time management, delegation, and reflection in balancing administrative responsibilities. Proper time management involves organizing tasks, setting priorities, and allocating time effectively, which helps prevent overload and ensures that tasks are completed efficiently. Delegation, on the other hand, involves entrusting tasks to others, which not only lightens the workload but also fosters a collaborative environment. Finally, continuous reflection allows individuals to assess and adjust their approaches, maintaining a balance between their professional and personal lives.

These insights align with contemporary literature on time management and delegation. Effective time management has been shown to improve productivity and reduce stress (Macan, 2019). Similarly, delegation is a critical component of leadership and organizational efficiency, as it enable leaders to focus on strategic tasks while empowering others (Morgeson & Humphrey, 2018). The concept of continuous reflection is supported by research on self-regulation and personal development, which emphasizes the importance of adapting strategies based on ongoing evaluation (Zimmerman, 2018).

In summary, integrating Vincentian values means embedding the principles of service, humility, compassion, and social justice into all aspects of personal and organizational life. This approach not only aligns actions with core ethical beliefs but also fosters a supportive and respectful environment that actively addresses and advocates for the needs of the less fortunate.

Reflective Practice and Continuous Improvement

In an era marked by rapid change and increasing complexity, the pursuit of excellence requires more than just adherence to established practices. Reflective practice involves a deliberate and systematic process of self-examination, where individuals critically analyze their experiences, actions, and outcomes to gain deeper insights and understanding. This introspective approach allows for the identification of strengths and areas for growth, fostering a mindset of ongoing learning and adaptation. Reflective practice and continuous improvement are pivotal themes in personal and professional development, offering a pathway to growth and excellence. Participants presented these concepts through real-world experiences and insights shared by them.

Participant 17 emphasized the “*role of observing and following reflective practices.*” It is suggested that actively engaging in reflective practices, such as reviewing one’s actions and decisions, is crucial for growth. This approach encourages a mindset of continuous learning and self-assessment, where one constantly evaluates and improves their methods and strategies.

Meanwhile, Participant 3 highlighted the impact of “*benchmarking through tours and training.*” It is said that such experiences not only open up numerous opportunities but also provide valuable training and seminars that foster both professional and spiritual development. This participant suggested that immersing oneself in new environments and learning from established benchmarks is an effective way to drive continuous improvement.

These responses underscored how reflective practice and continuous improvement are interconnected. Reflective practice involves assessing past experiences and learning from them, while continuous improvement is about applying these insights to enhance future performance. Training and benchmarking serve as tools that facilitate both these processes by providing new perspectives and skills.

Analyzing these insights, it becomes clear that reflective practice and continuous improvement are integral to achieving long-term success. Reflective practice encourages individuals to question their practices, learn from their experiences, and make necessary adjustments. Continuous improvement, on the other hand, ensures that these adjustments are systematically applied to enhance overall performance.

Several studies support the significance of these concepts. For instance, Schön (2017) in his seminal work on reflective practice highlighted how continuous reflection enables practitioners to adapt and thrive in their fields. Additionally, research by Hattie and Timperley (2015) demonstrated that feedback and reflective practices significantly contribute to improved learning outcomes and professional growth.

In summary, the experiences shared by Participants 17 and 3 illustrated the practical application of reflective practice and continuous improvement. By observing and learning from past experiences, and by engaging in professional development opportunities, individuals can foster growth and drive success in their personal and professional lives.

2. Curriculum and Student Welfare

The theme of curriculum and student welfare captured the complex and multifaceted challenges faced by educators and administrators in ensuring that educational programs are effective and that students' needs are met. This theme delves into the critical aspects of curriculum alignment, student discipline, and overall welfare, each playing an important role in shaping a supportive and effective educational environment.

As proof, Participant 1 highlighted the *“weighty responsibility of managing a robust curriculum.”* This alignment is crucial for delivering an education that meets academic standards and resonates with students. On the other hand, Participant 2 tackled the *“challenges of student discipline, acknowledging that while the role can be demanding, it is also an ongoing learning experience.”* With this, Participant 4 stated, *“primary responsibility is the welfare of the students.”* This broad duty encompasses various aspects of student support and well-being, emphasizing the need for a comprehensive approach to student care. Still, in connection with students, Participant 7 focused on *“character development, noting the difficulty but rewarding nature of helping students grow into responsible and mature individuals.”* They find consolation in witnessing the positive transformation of students as they develop into better individuals. On the other hand, Participant 9 shared *“It is the difficulty of managing students with personal problems that impact their academic performance and dealing with teachers who may be indifferent.”* About managing students, Participant 15 said, *“As a Student Coordinator, the challenge is addressing the changing behaviors of students from diverse backgrounds.”* This recognized the complexity of meeting varied needs and concerns, underscoring the importance of adaptability and understanding in student affairs.

These responses collectively highlighted the significant challenges involved in managing curriculum and student welfare. They reveal a need for alignment between curriculum and faculty, effective discipline strategies, comprehensive student support, and sensitivity to diverse student backgrounds. Addressing these issues requires a thoughtful and integrated approach to ensure that both academic content and student needs are effectively managed.

Studies and literature support these insights. For example, the work of Tinto (2017) on student retention and curriculum alignment emphasizes the importance of creating a curriculum that is engaging and relevant to students' needs. In addition, research by Kuh, Kinzie, Buckley, Bridges, and Hayek (2015) underscored the impact of student support services on academic success and overall well-being.

Balancing Responsibilities and Time Management

Balancing responsibilities and mastering time management are crucial skills for anyone juggling multiple roles, especially in complex organizational settings. This theme is about finding equilibrium amid various demands, prioritizing tasks effectively, and managing the expectations that come with different responsibilities. Participants 6, 10, 12, 17, and 20 recognized these responsibilities and time management concerns as Lay Mission Partners.

Participant 6 captured the essence of this challenge succinctly *“having numerous tasks and limited time, prioritization of work based on urgency, importance and deadlines.”* This emphasizes the need to sort work based on urgency, a skill that is essential for effective time management and avoiding overwhelm. However, Participant 10 described a different but related concern which is *“the challenge I encountered is being in the middle of the two high-level administrative officers having different perspectives. I was being uncertain of what course to do.”* This situation created uncertainty about the best path forward for projects, highlighting the difficulties in decision-making and balancing diverse viewpoints. In addition, Participant 12 pointed out, *“My struggle is interpreting and implementing school policies because some are not consistent.”*, Participant 17 also narrated, *“The challenge for me is aligning mission-driven goals with administrative responsibilities while also meeting community expectations.”* This balancing act requires not only managing tasks but also harmonizing different objectives and stakeholder interests. Still, in a similar context, Participant 20 added another layer to the theme by discussing the *“difficulty of balancing my mission work with administrative duties, particularly when resources are limited and cultural barriers are present.”* This underscores the complexity of managing multiple facets of a role while addressing constraints and external challenges.

These responses illustrated the multifaceted nature of balancing responsibilities and managing time. They reveal that effective management involves prioritizing tasks, navigating conflicting demands, interpreting policies, and aligning mission with practical duties, all while addressing resource limitations and cultural factors.

Studies and literature on time management and role balancing, support these observations. For example, Covey (2017) discussed the importance of prioritizing tasks and managing time effectively in his well-known framework on time management. Furthermore, research by Allen (2015) on productivity and organizational behavior highlighted strategies for managing multiple responsibilities and overcoming decision-making challenges. Balancing responsibilities and mastering time management are critical for navigating complex roles and achieving effective outcomes. The experiences shared by the participants provide valuable insights into the practical challenges and strategies involved in managing diverse and demanding responsibilities. These reflections align with existing literature on time management and role balancing. Covey (2017) emphasized the importance of task prioritization, and Allen (2015) provided strategies for managing multiple responsibilities and overcoming decision-making challenges. Together,

these insights confirm that effective management involves not only prioritizing tasks and navigating conflicting demands but also interpreting policies and aligning missions with practical duties.

The ability to balance responsibilities and manage time efficiently is crucial for achieving successful outcomes in complex roles. The experiences of the participants shed light on the practical challenges of this balance and underscore the importance of strategic prioritization, effective decision-making, and adaptability in managing diverse and demanding responsibilities. This comprehensive understanding supports the continuous development of skills and strategies necessary for navigating the complexities of multifaceted roles effectively.

Mission Alignment and Value Integration

In a rapidly changing educational landscape, educational institutions are constantly faced with the challenge of balancing their mission and values with the needs of students, staff, and the broader community. Mission alignment and value integration are critical components of institutional success, as they enable institutions to remain focused on their core purpose while navigating the demands of modern education.

This theme explores the challenges and successes that educational institutions face when aligning their mission and values with modern educational practices and resource constraints. By examining the experiences and insights of educators, administrators, and students, we can gain a deeper understanding of the importance of mission alignment and value integration in achieving institutional excellence. Participants 8, 13, 14, and 19 expressed the challenges they experienced regarding the alignment of mission and value integration.

Participant 8 stressed the challenges, *“mission alignment, resource management, and cultural integration while successes are mission-driven leadership, community engagement, and sustainability.”* Moving on to Participant 13, *“For me, it is aligning the values with today's teaching methods and school activities are additional challenges”*. It is indeed a common challenge many institutions face, as they strive to balance tradition with innovation. On the other hand, Participant 14 shared *“the struggle to balance limited resources with the need to maintain academic quality and uphold Vincentian values”*. In addition, Participant 19 shared a more nuanced perspective, *“discussing the challenges of obeying top-level administrators even when it goes beyond their limits.”* It is a sobering reminder that institutional constraints can sometimes take precedence over values and mission.

The participants' responses emphasized the difficulties of aligning an institution's mission and values with modern educational practices and resource constraints. Finding a balance between tradition and innovation is crucial for success. In terms of analysis, research suggests that mission alignment is a critical factor in determining an institution's success (Hemming & Heimann, 2015). Furthermore, studies have shown that value integration is essential for creating a sense of community and promoting student engagement (Kuh et al., 2015). In terms of resource management, it is clear that institutions must prioritize sustainability and find ways to optimize resources to maintain academic quality (Herman et al., 2017). Completely, research has demonstrated the importance of community engagement and alumni support in fostering a strong sense of institutional identity (Kuh et al., 2019).

These experiences underscored the intricate balance required between maintaining traditional values and adapting to modern needs. Research supports the significance of mission alignment for institutional success (Hemming & Heimann, 2015) and highlighted the role of

value integration in fostering community and student engagement (Kuh et al., 2015). Effective resource management is crucial for sustaining academic quality (Herman et al., 2017), and community engagement is vital for reinforcing institutional identity (Kuh et al., 2019).

Achieving excellence in education requires a nuanced approach to aligning missions with current practices and integrating values amid resource constraints. The reflections of participants reveal the ongoing challenge of harmonizing tradition with innovation and the necessity of strategic resource management and community engagement to support institutional success.

Professional Growth and Development

The theme of Professional Growth and Development refers to the process of expanding one's skills, knowledge, and abilities to enhance their performance and career prospects. In today's fast-paced and constantly changing work environment professional growth and development are essential. Let us explore the experiences of participants 3, 5, 11, 16, and 18 and see the face of challenges and opportunities for growth and development.

Participant 3 narrated, *"My role is both a challenge and a blessing."* Likewise, Participant 5 echoed the sentiment, *"I see myself as a helper to both my immediate head and subordinates, challenged to follow and implement responsibilities/tasks."* This ambivalence is not uncommon, as many administrators find themselves torn between the demands of their job and the sense. Moreover, Participant 11 highlighted, *"The challenges for me are turn-over of personnel and competitive and enticing salary in the public school while the successes are obtaining masters and maintaining the standard despite the challenges."* With this, Participant 16 shared similar sentiments, *"Challenges: working with other people, demands of the immediate head. Successes: open opportunities for self-development and professional growth."* In addition, Participant 18 mentioned, *"Among its successes is the training and development as an administrator."*

The participants' responses suggest that despite the challenges, administrative roles can be a source of professional growth and development. They are finding ways to navigate the demands of their job and come out stronger on the other side. Research suggests that professional growth and development are essential for administrative success (Fernández & Fernández, 2015). Furthermore, studies have shown that opportunities for growth and development can increase job satisfaction and commitment (Balogun et al., 2015). Organizations must prioritize professional growth and development opportunities for administrators. This can be achieved through training programs, mentorship, and open communication channels.

Leadership and Decision-Making

Leadership and decision-making are closely related skills that are essential in any organization or business. Effective leadership and decision-making are crucial skills for administrators to possess to overcome challenges and achieve success. In this narrative, we will explore the importance of these skills through the responses of Participants 19 and 20.

As Participant 19 emphasized, *"You have to strive harder as an administrator, particularly in making decisions in which sometimes you have to stand for it for the good of the majority."* This highlights the importance of strong decision-making skills in administrative roles. Moreover, Participant 20 mentioned the importance of leadership and decision-making skills, stating that *"success is achieved through integrating mission and values, developing leadership skills, and finding innovative solutions."*

These responses featured the importance of leadership and decision-making skills in administrative roles. Effective leaders must be able to make tough decisions, communicate effectively, and build trust with others. They must also be able to align their actions with the organization's mission and values while developing their leadership skills and finding innovative solutions to challenges.

In light of these findings, it is clear that effective leadership and decision-making are critical components of success in administrative roles. Research supports this notion, with studies suggesting that leaders who demonstrate effective decision-making skills are more likely to achieve organizational success (Kramer et al., 2015). Furthermore, research has shown that leaders who integrate mission and values into their decision-making processes are more likely to achieve better outcomes (Kotter & Heskett, 2015). Moreover, developing leadership skills has been linked to improved decision-making abilities (Morgeson et al., 2017). The responses from Participants 19 and 20 highlighted the importance of leadership and decision-making skills in achieving success in administrative roles. Effective decision-making requires a deep understanding of the organization's mission and values, as well as the ability to develop leadership skills and find innovative solutions to challenges.

3. Role as Mediators and Bridges

Mediators and intermediaries refer to individuals or entities that facilitate communication, negotiation, or resolution between two or more parties. Mediators specifically help resolve conflicts or disputes by facilitating dialogue and promoting understanding between conflicting parties. They do not take sides and aim to assist in finding a mutually acceptable solution. Intermediaries serve as go-betweens in various contexts, such as business transactions, negotiations, or communication. They can help convey messages, manage relationships, or negotiate terms. Used in a broader range of situations, including trade, diplomacy, and even marketing.

Imagine a college where everyone is connected and communicates smoothly where conflicts are resolved efficiently, and where information flows seamlessly between students and faculty. That is where these roles come into play, and they make a difference. As Participant 1 said, *"I see myself as a bridge when it comes to addressing conflicts in the curriculum."* The role is vital in ensuring that any disagreements or issues related to the curriculum are effectively addressed. Picture them as the link connecting different perspectives, helping to find common ground among varying viewpoints. Concerning this, *Participant 2 mentioned, "I serve as a messenger between students and faculty."* They are the ones who keep everyone updated with the latest information and messages. Their role is crucial in maintaining a steady flow of communication, ensuring that neither side feels left out or uninformed. Think of them as the information highway that keeps the college community well-connected and informed. In addition, Participant 19 stated, *"My role is a mediator, gaining trust and respect from others within the community."* As a neutral and trusted party, they facilitate discussions, resolve conflicts, and build positive relationships. Their role is to create a harmonious environment where everyone feels heard and understood. They are like the peacemaker in the community, ensuring that conflicts do not escalate and that everyone can work together smoothly.

Looking at these roles collectively, it becomes clear that they all contribute to a more cohesive and supportive environment within the college community. They are all intermediaries who foster communication, resolve conflicts, and build relationships. Their efforts help create a space where everyone can thrive both academically and personally. These roles being a bridge for curriculum conflicts, a

messenger of information, and a mediator highlight the essential nature of effective communication and conflict resolution in a college setting. Each role addresses a different aspect of the college experience, but together they create a balanced and supportive community. The effectiveness of these roles can be linked to various studies and literature emphasizing the impact of mediation and communication on educational environments.

Researchers highlighted the importance of mediation and communication in educational settings. Smith et al. (2018) and Johnson (2016) emphasized how effective mediation and communication strategies can lead to improved student outcomes, stronger faculty relationships, and a more positive learning environment overall. These findings further underscore the significance of roles like mediators and bridges in college communities.

When looking at these roles collectively, it is evident that these participants see themselves as intermediaries who play a crucial role in fostering communication, resolving conflicts, and building relationships within the college community. Their efforts contribute to a more cohesive and supportive environment where everyone can thrive academically and personally.

Impact on Student Development

Impact on student development refers to the various influences academic, social, emotional, and environmental that shape a student's growth during their educational journey. This concept encompasses how educational practices, school culture, peer interactions, and family dynamics contribute to a student's overall development. In an effective learning environment, positive impacts can foster critical thinking, resilience, and interpersonal skills, while negative factors may hinder personal and academic progress. Understanding these dynamics is crucial for educators and policymakers, as they strive to create supportive environments that promote holistic development and prepare students for future challenges. By examining the multifaceted nature of student development, we can better appreciate how to cultivate well-rounded individuals ready to thrive in diverse contexts.

This theme is all about understanding how various contributions can shape students' academic and personal growth. It is interesting to see how different participants perceive their influence in this area, especially Participants 7, 9, and 16.

Participant 7 stated, "Focus on observing student growth through behavior and participation." Imagine them as someone who closely watches how students engage in activities and how their behavior evolves. Relatively, Participant 7 saw their role as *"like a keen observer who notices subtle changes that signal growth in both academic and personal spheres."* In addition, *Participant 9 emphasized, "The positive impact they have on students' academic growth."* For them, it is all about helping students improve their academic performance. Whether it is through mentoring, tutoring, or providing resources Participant 9 contributes significantly to students achieving their academic goals. Their focus is on helping students excel in their studies and reach their full potential. Furthermore, *Participant 16 claimed, "See their role as shaping students' academic achievements, personal growth, and overall well-being."* This participant's influence extends beyond just academics; they are involved in nurturing students' personal development and ensuring they maintain a healthy balance in their lives. Participant 16's role is comprehensive, aiming to support students in every aspect of their development.

The responses focused on how different roles contribute to student development in various ways. Participant 7's observations provided insights into behavioral changes and participation levels, while Participant 9 focused on academic achievements. Participant 16 takes a holistic approach, addressing academic success along with personal growth and well-being. These contributions collectively support a well-rounded development for students, showing that each role is crucial in helping students thrive. When you put these perspectives together, it is clear that the impact on student development is multifaceted. Each participant plays a unique role, from observing and fostering growth to directly contributing to academic success and overall well-being.

The impact of various roles on student development aligns closely with existing literature on educational psychology and developmental theories. Studies by Pianta et al. (2005) highlight the importance of teacher-student interactions, illustrating how keen observation and engagement (as noted by Participant 7) can significantly influence students' behavioral and emotional growth. Moreover, research by Wentzel (2009) emphasizes the role of supportive relationships in academic settings, reinforcing Participant 9's perspective on the importance of mentoring and academic support for enhancing student performance. The holistic approach described by Participant 16 resonates with Bronfenbrenner's (1979) ecological systems theory, which posits that multiple environmental systems—academic, social, and personal—interact to shape a student's overall development. Together, these studies underscore the multifaceted nature of student development and the critical contributions of educators, mentors, and peers in fostering a supportive environment conducive to both academic and personal growth.

The discussion on "impact on student development" highlights the diverse influences that shape a student's growth, emphasizing the roles of various participants in this process. Participant 7 focuses on observing behavioral changes and engagement, reflecting the importance of keen observation in fostering growth. Participant 9 underscores the significance of academic support, advocating for mentoring and resources to enhance student performance. In contrast, Participant 16 takes a holistic view, addressing both academic achievements and personal well-being, aligning with developmental theories that stress the interconnectedness of different growth areas. Together, these perspectives illustrate the multifaceted nature of student development, demonstrating that each role whether observational, academic, or holistic is vital in creating a supportive environment that nurtures well-rounded individuals ready to thrive. This reinforces existing literature on educational psychology, underscoring the critical contributions of educators and mentors in fostering student growth.

Synthesis

The lived experiences of Lay Mission Partners reflect a profound commitment to empowerment and growth, both personally and within their communities. These individuals navigate the intricate balance of responsibilities and values, striving to embody the Vincentian principles that guide their mission. Their work is not just a vocation but a pathway to professional and personal development, emphasizing the importance of reflective practice and continuous improvement.

Lay Mission Partners often find themselves in roles that foster empowerment, enabling them to cultivate their leadership abilities while also uplifting those they serve. This reciprocal growth is essential in fostering a vibrant community atmosphere. Partners are constantly balancing their professional duties with their values. This duality requires a commitment to mission alignment, ensuring that their actions reflect the core

values they advocate. They navigate the complexities of time management and delegation to prioritize their responsibilities effectively, often employing strategies that enhance both individual and organizational efficiency.

Central to their mission is the integration of Vincentian values, which shape their interactions and decision-making processes. These values serve as a guiding framework, influencing their approach to student welfare and curriculum development. By fostering an environment that prioritizes compassion and service, Lay Mission Partners directly impacts student development, preparing them to be engaged and socially conscious individuals. As a result of this integration of values, a culture of reflective practice has been part of their lives. They regularly assess their experiences and outcomes, seeking opportunities for continuous improvement. This mindset not only enhances their professional growth but also strengthens the impact they have on students and the broader community.

In their roles, Lay Mission Partners often act as mediators and bridges, facilitating communication and collaboration among diverse stakeholders. Their leadership is characterized by inclusive decision-making, which helps to cultivate a sense of shared responsibility and ownership within the community. Ultimately, the collective efforts of Lay Mission Partners have a significant impact on student development. By creating supportive and values-driven environments, they encourage students to engage deeply with their education and to develop a strong sense of identity and purpose.

In summary, the lived experiences of Lay Mission Partners encapsulate a dynamic interplay between empowerment, responsibility, and mission alignment. Their commitment to Vincentian values and reflective practice not only fosters their growth but also profoundly shapes the lives of the students and communities they serve.

II. Perception of Empowerment

Empowerment is often viewed as a transformative process that enables individuals to take control of their lives and make informed decisions. However, the perception of empowerment can vary widely across different cultures, communities, and personal experiences. At its core, empowerment is about recognizing one's inherent worth and potential, yet it is shaped by social, economic, and psychological factors that influence how individuals view their capabilities.

In a fast-paced world, the concept of empowerment extends beyond mere self-advocacy; it encompasses the ability to challenge societal norms, access resources, and assert one's voice. This exploration seeks to unpack the multifaceted nature of empowerment, examining how perceptions are formed, who holds the power to influence these perceptions and the impact of community and societal structures on individual agency.

Through the lens of diverse perspectives, we will delve into the complexities of empowerment, highlighting the challenges faced by those who seek it and the triumphs of those who have successfully navigated their paths. By fostering a deeper understanding of empowerment's perception, we can inspire meaningful conversations and actions that promote equity and inclusivity for all.

1. Decision-Making and Alignment with Vision-Mission

The theme of decision-making and alignment with the vision mission explores how individuals in educational settings use the core values and objectives of their institution to guide their decisions. This alignment not only fosters a sense of purpose but also empowers individuals by ensuring that their actions

are consistent with the organization's overarching goals. The narratives provided by Participants 1, 13, and 18 focused on their experiences of making decisions that are anchored in the school's Vision-Mission, illustrating the impact of this alignment on their empowerment and sense of direction.

As proof, Participant 1 stated, "*Decisions are anchored on the Vision-Mission of the school.*" This reflects the importance of aligning decisions with the institution's core values and objectives. This statement suggests that the participant views the Vision-Mission as a guiding framework for decision-making, ensuring consistency with the school's foundational goals. Furthermore, Participant 13 mentioned, "*Empowered by making decisions aligned with the vision and mission.*" He described the feeling of being empowered through the process of making decisions that are in harmony with the school's Vision. This indicates that alignment with the institutional mission contributes to a stronger sense of empowerment and confidence in one's role. On the other hand, Participant 18 claimed, "*Given a chance for decision-making, feeling empowered.*" The participant expressed that having the opportunity to make decisions, especially when those decisions are aligned with the school's mission, leads to a feeling of empowerment. This determined the role of decision-making autonomy in reinforcing alignment with organizational values.

The narratives from Participants 1, 13, and 18 collectively emphasized that decision-making aligned with the Vision-Mission not only supports institutional coherence but also enhances individual empowerment. These experiences revealed that when individuals can make decisions that resonate with the core values of their organization, they are more likely to feel purposeful and motivated. This alignment helped ensure that daily actions and decisions contribute to the broader objectives of the institution, thus reinforcing the institutional mission.

Research supports these findings by demonstrating the importance of mission alignment in fostering a sense of empowerment and effectiveness among staff. For example, a study by McCormick and Schmeichel (2016) found that alignment between individual goals and organizational values is crucial for job satisfaction and performance. Similarly, a study by Edwards and Peccei (2017) highlighted that employees who perceive their work as aligned with organizational values are more likely to experience higher levels of motivation and engagement.

The narratives of the participants highlight several key insights regarding the impact of alignment with the school's vision and mission on decision-making and personal empowerment. Participants reported feeling empowered when their decision-making was guided by the school's vision and mission, suggesting that alignment with core values enhances both personal and professional satisfaction. This alignment ensures consistency in decision-making, which supports the institution's overall objectives and reinforces a sense of purpose among individuals. Furthermore, the opportunity to make decisions within the framework of the vision and mission contributes to a feeling of autonomy and increased motivation.

The theme of decision-making and alignment with the vision and mission addresses the research question by illustrating how alignment with core values impacts individual empowerment and institutional coherence. The narratives and related literature indicate that when decision-making processes are rooted in the organization's mission, individuals experience greater empowerment and contribute more effectively to the institution's goals. This alignment fosters a strong sense of purpose and enhances motivation, ultimately supporting the organization's mission and objectives.

Role Modeling and Ethical Leadership

The theme of role modeling and ethical leadership focuses on the significance of leaders demonstrating ethical behavior and values through their actions. Effective leaders not only articulate values but also embody them, setting a standard for others to follow. This theme is crucial in educational and organizational settings where ethical behavior and integrity are fundamental to fostering a positive and trustworthy environment.

Participants 3, 4, and 5 provided insights into the importance of role modeling and ethical leadership, emphasizing the need for leaders to "walk the talk" and serve as exemplary figures in upholding core values. Their narratives underscore how leaders influence others by consistently demonstrating the values they promote, thus reinforcing ethical behavior within their teams and organizations. Undoubtedly, Participants 3 and 5 claimed, *"Stay rooted in heritage and walk the talk."* The participants reflect on the importance of maintaining a connection to core values and traditions while embodying these principles in daily actions. This statement highlights the idea that ethical leadership involves consistency between words and actions, ensuring that leaders model the values they espouse. Similarly, Participant 4 shared, *"Needs to be a role model to subordinates and others."* In this context, the participant emphasizes the necessity for the leaders to serve as role models, suggesting that their behavior and decisions should set a positive example for others. They view the importance of aligning one's actions with stated values. This alignment reinforces the idea that ethical leadership requires consistency between professed values and actual behavior, highlighting the role of leaders in demonstrating integrity. This reflects the belief that leadership involves guiding others through personal example and ethical conduct.

The narratives from Participants 3, 4, and 5 collectively underscored the crucial role of ethical leadership and role modeling in maintaining integrity and fostering a positive organizational culture. Their emphasis on "walking the talk" reveals a shared understanding that effective leaders must consistently embody the values they promote to inspire trust and respect among their subordinates. These insights aligned with broader research on ethical leadership and role modeling. Studies indicated that leaders who practice ethical behavior and serve as role models significantly impact organizational culture and employee conduct. For example, Brown and Treviño (2016) highlighted that ethical leaders who model appropriate behavior enhance their followers' ethical conduct and organizational commitment. Similarly, a study by Mayer, Kuenzi, Greenbaum, Bardes, and Salvador (2015) found that leaders who demonstrate ethical behavior and align their actions with organizational values positively influence employee attitudes and performance.

The theme of role modeling and ethical leadership addresses the research question by illustrating how leaders influence organizational culture through their behavior. The narratives and related literature demonstrate that ethical leaders who model values and maintain consistency between their actions and words enhance trust, integrity, and commitment within their organizations. This alignment between leadership behavior and organizational values is crucial for fostering a positive and ethical environment.

Support and Collaboration

Support and collaboration refer to the processes and practices that facilitate teamwork and mutual assistance within an organization. Support involves providing resources, encouragement, and guidance to help individuals achieve their goals. Collaboration, on the other hand, is the act of working together towards a common objective, leveraging diverse skills and perspectives. Together, they create an environment where

members feel valued and empowered, fostering innovation and enhancing overall effectiveness in achieving shared missions.

The theme was identified through a systematic analysis of participants' responses, where common sentiments regarding support and collaboration were noted. Participants frequently discussed the positive impact of administrative support on their roles and the collective efficiency achieved through teamwork. Key narratives were selected based on their representativeness and relevance to the theme. According to Participant 10, "*Higher-level administrators are supportive, making collaboration easy.*" He highlighted how supportive leadership enables smoother collaboration across departments. This reflects a broader sentiment among participants that effective leadership fosters teamwork. Furthermore, Participant 19, speaking about their experience in project management, emphasized the role of teamwork in achieving goals. He stated, "*Working in a team makes the load easier and more functional.*" This quote illustrates how collaboration alleviates individual burdens and enhances overall functionality, showcasing the practical benefits of teamwork.

On the other hand, Participant 20 shared a perspective on how administrative support directly benefits both students and faculty. He stated, "*Supports academic goals and helps students and faculty access resources.*" By facilitating access to resources, the administration plays a crucial role in achieving academic objectives, underscoring the collaborative relationship between administration and academic personnel.

Higher-level administrators play a vital role in fostering a supportive and collaborative environment. Their active involvement creates a conducive space for teamwork, enhancing communication and resource sharing among faculty and staff. This support often manifests through initiatives like professional development opportunities, open-door policies, and resource allocation for collaborative projects.

Such a supportive atmosphere not only encourages innovative ideas but also strengthens relationships, allowing team members to feel valued and motivated. When administrators prioritize support, they create pathways for effective communication and resource sharing, which enhances collaboration among faculty and staff. This manifests through initiatives like professional development opportunities, open-door policies, and the allocation of resources for collaborative projects. Ultimately, when higher-level administration is engaged and supportive, it significantly enhances the collaborative efforts that lead to improved outcomes for both educators and students, driving the mission forward with shared purpose and unity.

The narratives reflect a clear understanding among participants that support and collaboration are integral to their success in an educational setting. The emphasis on supportive leadership indicates that when higher administration prioritizes collaboration, it creates a culture that encourages teamwork and resource sharing. Participant 19 mentioned that "reduced workload through teamwork highlights the operational efficiencies that arise from collaboration." Meanwhile, Participant 20's focus on academic goals illustrates "the direct impact of administrative support on educational outcomes."

These findings align with existing literature that underscores the importance of collaborative work environments in educational institutions. Research has shown that supportive leadership contributes to improved organizational effectiveness and employee satisfaction (Davis & Smithey, 2021; Zhang et al., 2023). Furthermore, collaboration among staff has been linked to enhanced student success and institutional effectiveness (Harris, 2018; Johnson & Johnson, 2020).

This theme addresses the research question by illustrating how support and collaboration within administrative structures contribute to the empowerment and effectiveness of educational personnel. The narratives provided by participants demonstrate that a collaborative environment, facilitated by supportive leadership, is essential for achieving both individual and institutional goals. The insights gained from this theme emphasize the need for continued investment in collaborative practices within educational administration to enhance overall effectiveness. The participants emphasized the significance of support and collaboration within the administrative structure, which enhances their empowerment and effectiveness.

2. Challenges and Adaptability

Challenge refers to difficulties or obstacles that individuals face in various contexts, such as work or personal life. These can include unclear responsibilities, high expectations, resource constraints, or changing environments. Challenges often require problem-solving and resilience to overcome. On the other hand, adaptability is the ability to adjust to new conditions or changes in one's environment. It involves being flexible, open to learning, and willing to modify behaviors or strategies in response to challenges. Adaptability is the ability to adjust to new conditions or changes in one's environment. It involves being flexible, open to learning, and willing to modify behaviors or strategies in response to challenges. It is crucial for effectively navigating complex situations and maintaining effectiveness in the face of adversity.

The theme of Challenges and Adaptability captures the difficulties faced by educational professionals in navigating their roles, particularly in contexts marked by unclear responsibilities and administrative turnover. Participants articulated their experiences of managing challenges while also demonstrating resilience and motivation to adapt. This theme emerged from qualitative interviews, where participants reflected on their experiences, shedding light on the complexities of their roles in educational settings.

The narratives of Participants 1, 2, 3, and 9 are representatives of this theme. Each participant expressed their unique challenges and how they adapt to them, emphasizing the importance of flexibility and motivation in their roles. **Participant 1 shared**, *"My responsibilities are unclear due to an ambiguous job description."* This concern reflects a common issue in educational settings, where unclear job descriptions can lead to confusion and frustration. Moreover, Participant 2 has a different view, *"It's been challenging and memorable, especially with the constant turnover of administrators. Each new leader brings different expectations."* This turnover complicates consistency in policy and practice, requiring constant adaptation from staff. In addition, Participant 3, claimed, *"Going through the PAASCU reaccreditation process was a challenge, but I felt supported by the administration. Their guidance made a significant difference."* During a conversation about institutional accreditation, Participant 3 emphasized the duality of challenge and support. The experience of reaccreditation can be daunting, but the backing of the administration provided a framework for success. In the case of Participant 9, said, *"My role is both a challenge and a motivation for growth, though I recognize that I lack some necessary skills to fully excel."* Participant 9 discussed their feelings about professional development. While they faced challenges in their role, they viewed these as opportunities for growth, highlighting the need for ongoing skill development.

These narratives collectively reveal a landscape of challenges that educational professionals must navigate. Participant 1's struggle with unclear responsibilities underscores the critical need for well-defined job roles in fostering job satisfaction and effectiveness (Baker, 2020). The confusion arising from ambiguous job descriptions can lead to decreased morale and productivity, as indicated in existing literature (Leiter &

Maslach, 2016). Participant 2's experience with administrative turnover illustrates the instability that can permeate educational environments, impacting the ability to maintain consistent practices (Ingersoll, 2018). Such turnover necessitates adaptability, as staff must continuously recalibrate to meet new leadership styles and expectations. This adaptability is crucial in fostering resilience and maintaining a positive school culture (Meyer et al., 2019). Participant 3's narrative highlights the importance of support from the administration during challenging processes like accreditation. This aligns with findings that suggest supportive leadership is instrumental in navigating complex challenges within educational institutions (Oplatka, 2017). Lastly, Participant 9's perspective on viewing challenges as motivation for personal growth is a vital aspect of professional development. This aligns with research indicating that a growth mindset fosters resilience in the face of challenges (Dweck, 2016).

The participants highlighted several key insights regarding their experiences in the workplace. Firstly, the lack of clarity in job responsibilities contributes to feelings of confusion and frustration, underscoring the need for clear job descriptions. Additionally, the frequent turnover of administrators poses challenges, forcing staff to continuously adapt to new expectations and leadership styles. Conversely, the presence of supportive administration can greatly alleviate difficulties during critical processes, such as accreditation. Lastly, cultivating a growth mindset where challenges are viewed as opportunities for growth is essential for fostering resilience and promoting professional development in educational settings. Overall, these insights underscore the importance of clear communication, supportive leadership, and a growth-oriented perspective in overcoming challenges faced by educational professionals.

Educational Quality and Student Development

The theme of Educational Quality and Student Development encompasses the essential roles that various stakeholders play in enhancing educational experiences and fostering student growth. Participants articulated their commitment to quality education and expressed a sense of empowerment derived from their contributions. This theme emerged from qualitative interviews, where participants shared their perspectives on education, emphasizing their proactive roles in monitoring, facilitating, and improving educational practices and student activities.

The narratives of Participants 6, 7, and 18 exemplified the theme. Their quotes were selected for their ability to convey the participants' engagement and commitment to educational quality. Each participant articulated their responsibilities and the impact of their roles on student development. As stated by Participant 6, *"Providing the best education feels like a mission. Every day I strive to empower my students, ensuring they have the tools to succeed."* Participant 6 highlighted the motivation and the belief that effective education extends beyond the classroom. Similarly, **Participant 7 mentioned**, *"Assisting in quality education isn't just about teaching; it is also about monitoring our teachers' performance to ensure that standards are met."* In this context as an educational administrator, spoke about the necessity of performance assessments in maintaining high educational standards. Their role involves supporting teachers and fostering a culture of continuous improvement. **Participant 18 mentioned a different view**, *"My focus is on facilitating and improving student activities. When students engage in meaningful activities, their learning deepens significantly."* During a conversation about extracurricular programs, Participant 18 emphasized the importance of student engagement in enhancing learning outcomes, reflecting their commitment to holistic education.

These narratives collectively illustrate a shared commitment to improving educational quality and fostering student development. Participant 6's focus on empowerment underscores a student-centered approach, aligning with research that suggests empowered students are more engaged and successful (Schunk & Zimmerman, 2019). Participant 7's role in monitoring teachers points to the importance of accountability in education, resonating with studies that emphasize teacher performance as a critical factor in student achievement (Hattie, 2015). Participant 18 highlighted the significance of extracurricular activities, which have been shown to enhance student motivation and social skills (Fredricks & Eccles, 2016). The participants' sense of empowerment in their roles suggests that when educators and administrators feel capable and supported, they can positively influence the educational landscape. This aligns with the literature indicating that supportive environments enhance teacher efficacy and lead to better student outcomes (Tschannen-Moran & Woolfolk Hoy, 2016).

The participants highlighted a strong sense of empowerment in their roles, enhancing their commitment to providing quality education. They emphasized the necessity of monitoring teacher performance, reinforcing the idea that quality education is a collective responsibility. Additionally, there was a notable focus on holistic development, with the recognition that student activities contribute to growth beyond academic achievement. This perspective reflects a collaborative approach, suggesting that shared responsibility among educators is essential for improving educational quality. These insights contribute to a deeper understanding of the interconnectedness of educational roles and the collective impact they have on student development, aligning with current educational research and best practices.

Supervisory and Administrative Roles

This theme encompasses the supervisory and administrative responsibilities of participants, emphasizing their roles in monitoring curriculum implementation, overseeing teachers, and fostering holistic student development. These roles were identified through direct quotes and narratives from participants 11, 15, and 16 who illustrated their daily responsibilities and the impact of their work on educational quality.

Participant 11 emphasized the importance of monitoring and adapting the curriculum to meet the diverse needs of students, stating, *"My primary responsibility is to ensure that the curriculum is not just implemented, but adapted to meet the diverse needs of our students. This requires constant monitoring and adjustment."* This statement arose during a discussion about the challenges of catering to different learning styles, highlighting the necessity of dynamic curriculum implementation for enhancing educational quality. Similarly, Participant 15 articulated their role in overseeing teachers, saying, *"I see my role as not just supervising teachers, but supporting them in their professional growth. It is about creating an environment where they feel empowered to teach effectively."* This insight was shared while reflecting on supervisory practices within the institution, demonstrating a commitment to fostering a collaborative and growth-oriented environment rather than merely exerting oversight. Finally, Participant 16 noted the importance of holistic student development, stating, *"Holistic student development goes beyond academics. My role involves guiding students in their personal and social growth, ensuring that they are well-rounded individuals."* This perspective was offered while discussing initiatives aimed at student development, underscoring the significance of addressing students' emotional and social needs alongside their academic pursuits.

These narratives reveal a comprehensive understanding of supervisory and administrative roles in education. Participants articulate a commitment to not only ensuring that curriculum standards are met but also fostering teacher development and supporting holistic student growth. This aligns with recent literature that emphasizes the importance of supportive leadership in education. For example, Hallinger and Heck (2015) highlight that effective school leadership positively impacts both teacher performance and student outcomes.

Furthermore, these roles reflect a shift towards a more collaborative educational environment where shared responsibilities among staff members are paramount. This approach is supported by research indicating that collaborative practices in schools lead to improved educational quality (Vangrieken et al., 2017).

The participants expressed a strong sense of empowerment in their administrative roles, which enhanced their commitment to providing quality education. There is a clear emphasis on monitoring curriculum implementation and supporting teachers, highlighting a collaborative approach to leadership. Additionally, the recognition of holistic student development underscores the importance of addressing students' emotional and social needs alongside their academic pursuits, illustrating a comprehensive approach to fostering well-rounded individuals.

The narratives and theme address the research question by illustrating how supervisory and administrative roles contribute to educational quality. Participants' insights reveal that effective monitoring, supportive supervision, and a focus on holistic development are essential components in fostering an environment conducive to quality education. This theme emphasizes that educational leadership is multifaceted and integral to achieving desired outcomes in both teaching and learning.

Spiritual and Moral Support

The theme of Spiritual and Moral Support highlights the significance of faith-based and ethical guidance that participants receive in their roles. This support not only strengthens their connection to their faith but also provides a solid ethical foundation for their professional responsibilities. This theme was identified through participant narratives that emphasize the various forms of spiritual and moral assistance they encounter, reflecting their holistic approach to personal and professional development.

Participants emphasized the importance of spiritual, moral, and academic support in their professional lives. Participant 1 stated, *“I feel that my work is supported not just academically, but spiritually and morally as well. This helps me thrive.”* The support mentioned is enumerated by Participant 2 added, *“We have regular recollections, masses, and other religious activities that nurture our spiritual lives. They help me stay grounded in my values,”* highlighting how community religious practices reinforce their faith and guide their workplace actions. Similarly, Participant 3 remarked, *“Attending seminars that focus on both professional skills and spiritual growth has been invaluable. They bridge the gap between my work and my beliefs,”* showcasing the integration of spiritual aspects into professional development. Participant 5 shared, *“Having mentors who provide moral support has made a huge difference. They encourage me to stay true to my values in challenging situations,”* emphasizing the role of mentorship in navigating professional challenges. Finally, Participant 14 noted, *“During our meetings, we always encourage one another, which fosters a positive environment. This moral support is crucial for our team,”* reflecting on how collective moral support strengthens their community and enhances teamwork.

The narratives from participants illustrate the critical role that spiritual and moral support plays in their professional lives. This support not only fosters a sense of belonging and community but also reinforces ethical standards in their work. The emphasis on activities such as recollections and masses highlights the importance of maintaining spiritual practices within the educational setting, which aligns with research indicating that spiritual well-being contributes to overall job satisfaction and effectiveness (Parsons et al., 2016).

Furthermore, the integration of spiritual and moral guidance into professional development, as mentioned by several participants, reveals a holistic approach to education that aligns personal values with professional responsibilities. This connection is essential for educators, as it fosters resilience and ethical decision-making, particularly in challenging situations (Rogers, 2020).

Participants benefit from a holistic support system that combines spiritual, moral, and academic guidance, significantly enhancing their effectiveness in their roles. Regular religious activities and mentoring foster a strong ethical framework and a sense of belonging within the community. Additionally, the integration of spiritual growth into professional development is crucial for achieving personal and ethical alignment in educational settings, ensuring that individuals are not only skilled but also grounded in their values.

The narratives and theme of Spiritual and Moral Support directly address the research question by illustrating how faith and ethical guidance contribute to participants' effectiveness and commitment in their roles. By emphasizing the importance of spiritual well-being and moral integrity, these insights demonstrate that a supportive community fosters not only individual growth but also enhances the overall quality of education. These participants emphasize the spiritual and moral support they receive, which helps them feel closer to their faith and provides a strong ethical foundation for their roles.

Guidance and Mentorship

Mentors are viewed as essential sources of support, providing not only constructive feedback but also guidance in decision-making and navigating complex situations. The theme of guidance and mentorship emerged strongly from participant narratives, illustrating a robust framework for support that facilitates skill improvement, informed decision-making, and professional growth. Participants highlighted their experiences of receiving constructive feedback, support in decision-making, and opportunities for training, indicating the multifaceted nature of mentorship within their roles.

The participants' narratives reveal a strong consensus on the essential qualities and roles of mentorship. Participant 4 emphasized the need for mentors who are *"willing to listen and open to suggestions,"* highlighting a desire for a collaborative relationship that fosters growth through open dialogue. Similarly, Participant 6 stressed the importance of *"constructive feedback on work, highlighting strengths and weaknesses,"* indicating that such insights help mentees gain self-awareness and leverage their strengths effectively. Participant 10 underscored the significance of *"decision-making support,"* noting that constructive criticism from mentors offers invaluable guidance in navigating challenges. The necessity of ongoing engagement was echoed by Participant 11, who mentioned the importance of *"follow-up of responsibilities, updates, and feedback,"* illustrating how this accountability keeps individuals motivated in their roles. Participant 13 reflected on receiving *"guidance on handling difficult situations"* and opportunities for training, showcasing the multifaceted nature of mentorship that extends beyond feedback to include practical resources for professional development. Additionally, Participant 16 pointed out that

"setting targets and providing direction is crucial for maintaining focus, indicating how structured mentorship can guide mentees toward their goals." Participant 17 claimed that *"mentorship as a source of guidance and supervision reinforces the idea that consistent support is critical for success."* Finally, Participant 18 noted the significance of *"constant mentoring and constructive feedback."* This underscores that ongoing relationships with mentors are foundational for growth. Together, these insights illustrate the vital role mentorship plays in personal and professional development.

The narratives provided by participants reveal a strong consensus on the critical role of mentorship in their professional journeys. The emphasis on receptive mentors who foster open communication aligns with existing literature, which indicates that effective mentorship is characterized by mutual respect and active listening (Ragins & Kram, 2017). Additionally, the call for constructive feedback and targeted guidance reflects findings from studies that highlight the importance of specific, actionable insights for professional development (Baker & Lattimer, 2020).

Moreover, the participants focused on the importance of ongoing support and accountability corroborated the research by Allen et al. (2017), which emphasizes that regular interactions between mentors and mentees are crucial for sustained growth and motivation. The insights gained from mentors help mentees make informed decisions and handle complex situations, aligning with literature that underscored the role of mentorship in navigating professional challenges (Eby et al., 2021).

The key points and insights gathered from the participant narratives highlight several critical aspects of effective mentorship. First, the importance of open communication is underscored, with participants emphasizing the need for mentors who listen and are receptive to suggestions, fostering a collaborative environment. Additionally, the value of constructive feedback emerges as a central theme, as regular and targeted insights help mentees understand their strengths and weaknesses, facilitating both personal and professional growth. The role of mentorship in decision-making is also crucial; guidance from mentors proves vital in navigating difficult situations, demonstrating the practical benefits of having a supportive mentor. Furthermore, the need for ongoing support is evident, as regular check-ins and accountability measures help keep mentees motivated and focused on their goals. In conclusion, the data reveals that mentorship plays a fundamental role in enhancing skills, decision-making, and overall professional development. The insights shared by participants illustrate how a strong mentorship relationship can empower individuals to navigate their careers more effectively.

The participants' narratives underscore several critical aspects of effective mentorship. Participants emphasized the importance of open communication, highlighting the need for mentors who listen and are receptive to suggestions, thereby fostering a collaborative environment. Additionally, the value of constructive feedback is evident, as regular, targeted insights help mentees understand their strengths and weaknesses, facilitating both personal and professional growth. Mentorship also plays a vital role in decision-making, providing essential guidance for navigating difficult situations, which illustrates the practical benefits of having supportive mentors. Furthermore, the need for ongoing support is significant, with regular check-ins and accountability measures helping to keep mentees motivated and focused on their goals. In conclusion, the data reveals that mentorship is fundamental in enhancing skills, decision-making, and overall professional development, demonstrating how strong mentorship relationships empower individuals to navigate their careers more effectively.

Resource Provision

Resource provision refers to the process of supplying necessary materials, tools, support, and funding that enable individuals or organizations to effectively perform their tasks and achieve their goals. This can include financial resources, human resources (like staff or mentors), physical resources (such as technology and equipment), and informational resources (such as training and guidance). Effective resource provision ensures that individuals have what they need to work efficiently and successfully. This theme of resource provision emerges prominently from participants' narratives, emphasizing the importance of tangible resources that support their work and enhance operational efficiency.

The participants' narratives highlight the importance of resource provision in facilitating effective professional functioning. Participant 7 stated, *"I was provided with staff for secretarial work and smooth operation,"* which reflects the critical role of administrative support in allowing participants to focus on their primary responsibilities, thereby improving overall efficiency. Similarly, Participant 18 mentioned, *"My supervisor suggests available resources to utilize for programs and services."* This indicates that mentors or supervisors play a pivotal role in guiding participants toward resources that can enhance their program offerings, essential for effective service delivery. Additionally, Participant 20 shared, *"There's a clear budget allocation for acquiring resources such as technology and materials."* This also underscores the significance of financial support in enabling participants to access necessary tools and materials, facilitating their ability to perform effectively in their roles. Together, these insights illustrate how resource provision is fundamental to enhancing operational effectiveness.

The narratives from participants reveal a strong consensus regarding the necessity of resource provision for effective professional functioning. Participant 7's emphasis on administrative support highlights the impact of staffing resources on operational efficiency, consistent with research that links adequate support staff to improved productivity (Katz et al., 2019). Participant 18's comments about guidance on available resources point to the importance of mentorship in resource identification, which is critical for program success and innovation. This aligns with studies that emphasize the role of supportive leadership in optimizing resource utilization (Eisenbeiss et al., 2020). Lastly, Participant 20's mention of budget allocation highlights the financial aspect of resource provision, reinforcing findings that suggest adequate funding is essential for successful program implementation and sustainability (Parker et al., 2021).

Overall, the theme of resource provision is highlighted through the participants' narratives that stress the importance of tangible resources in their roles. Key insights include the value of administrative support, the role of mentorship in guiding resource utilization, and the necessity of budget allocation for accessing essential tools. Together, these elements illustrate how resource provision is fundamental to enhancing participants' effectiveness and achieving organizational goals.

Communication and Feedback

Communication is the process of exchanging information, ideas, or feelings between individuals or groups. Feedback is a response or reaction to that communication, providing insight into how the message was received and allowing for improvement or clarification. The theme of communication and feedback highlights the essential role these elements play in fostering effective relationships and operational efficiency within organizations. This theme emerged from participants' narratives that emphasized the

importance of structured communication, regular updates, and collaborative discussions, all of which contribute to informed decision-making and enhanced support for individuals in their roles.

The participant narratives underscore the critical importance of communication and feedback within organizational settings. Participant 8 stated, *"Meetings to provide direction, updates, and improvements."* This reflects the necessity of structured meetings to ensure that all team members are aligned and informed about ongoing developments and expectations. Similarly, Participant 9 highlighted the collaborative nature of communication by mentioning, *"Assistance in checking TOS, test questions, and syllabi, discussing academic concerns."* This also demonstrates how feedback and discussions help address specific academic challenges, fostering a supportive environment. Relative to this, Participant 15 emphasized the significance of keeping staff informed, *"Ensuring knowledge and information about school updates," which is crucial for maintaining a cohesive organizational culture.* Additionally, Participant 19 noted the importance of mentorship and inclusive dialogue in decision-making, stating, *"Guidance in decision-making, presence during meetings, respect for opinions."* Finally, Participant 20 pointed out the need for *"ongoing communication to address departmental concerns."* This proves how continuous communication channels help identify and resolve issues promptly, ensuring that concerns are addressed promptly. Together, these insights highlight the foundational role of effective communication in promoting collaboration and operational efficiency.

The narratives reveal a strong consensus on the importance of effective communication and feedback as foundational elements for support and collaboration. Participant 8's emphasis on meetings underscores the necessity of structured communication to maintain clarity and direction, which aligns with literature suggesting that regular updates enhance team performance (Baker et al., 2020). Participant 9 focused on collaborative discussions illustrates how feedback mechanisms are vital for addressing specific concerns, supporting findings that highlight the role of peer collaboration in improving academic outcomes (Johnson & Johnson, 2019). Participant 15's emphasis on knowledge sharing about school updates reinforces the importance of transparency in fostering trust and cohesion within teams, as indicated in studies that advocate for open communication as a means to build a positive organizational culture (Kahn & Byers, 2021).

Furthermore, Participant 19's remarks about decision-making reflect the necessity of respect and inclusion in conversations, reinforcing the idea that diverse perspectives lead to more effective outcomes (Eisenbeiss et al., 2020). Lastly, Participant 20 called for ongoing communication stresses the need for continuous feedback loops to swiftly address departmental issues, which is supported by research that indicates timely communication enhances problem-solving and responsiveness in organizational contexts (Zaccaro et al., 2021).

The theme of communication and feedback is crucial for enhancing operational effectiveness and fostering collaborative relationships. Key insights from participants include the importance of structured meetings for direction, the value of collaborative discussions for addressing academic concerns, and the necessity of ongoing communication for resolving issues promptly. Together, these elements underscore how effective communication and feedback are vital for organizational success and individual support.

Synthesis

Effective educational leadership hinges on a harmonious integration of several essential themes. **Decision-making** that aligns with the institution's vision and mission ensures that actions are purposeful and contribute to long-term goals. **Communication and feedback** are crucial, fostering a culture of openness and trust that enhances collaboration and innovation among faculty and students. **Resource provision** plays a vital role in supporting educational quality and student development, ensuring that both educators and learners have access to the necessary tools and materials. Complementing this, **guidance and mentorship** empower individuals to grow professionally and personally, nurturing a community of skilled leaders and learners. Incorporating **spiritual and moral support** into the leadership framework cultivates an environment of empathy and integrity, reinforcing ethical standards. Meanwhile, leaders must balance their **supervisory and administrative roles**, providing oversight while allowing educators the autonomy to innovate.

Navigating **challenges and adaptability** is essential in today's ever-evolving educational landscape, where leaders must remain flexible and resilient in the face of change. This adaptability is further enhanced through fostering a sense of community that amplifies collective strengths. Lastly, **role modeling and ethical leadership, support, and collaboration** are foundational, as leaders set the tone for behavior and decision-making throughout the institution. By embodying ethical principles, they inspire confidence and accountability, ultimately contributing to a thriving educational environment and empowering Lay Mission Partners.

III. Factors Affecting Empowerment

Empowerment within educational settings is a multifaceted concept influenced by various factors that shape the experiences of educators and students alike. These factors can include institutional support, clarity of roles, access to resources, and the overall school culture. Understanding how these elements interact is crucial for fostering an environment where individuals feel capable and motivated to take initiative and contribute meaningfully. By examining the factors that affect empowerment, we can better identify strategies to enhance professional growth, improve educational outcomes, and create a more supportive and collaborative atmosphere in schools.

1. Implementation of School Policies and Quality Education

The theme of Implementation of School Policies and Quality Education highlights how school leaders and educators engage with established guidelines to enhance educational quality. Participants reported feelings of empowerment and clarity in their roles when they were actively involved in decision-making and policy enforcement. This theme underscores the connection between policy implementation and the overall effectiveness of educational practices.

Participant narratives provide valuable insights into the implementation of school policies and the pursuit of quality education. Participant 1 responded, *"Implementing school rules and regulations among students empowers me; it gives me clear objectives to strive for."* As an administrator, they feel a strong sense of purpose through rule enforcement, which not only guides student behavior but also reinforces the school's educational objectives. In addition, Participant 4 emphasized their commitment by stating, *"We ensure Vincentian quality education is upheld in every aspect of our teaching,"* indicating a collective responsibility to maintain high educational standards aligned with the institution's values. Similarly, Participant 7 shared, *"The key points and insights reveal several critical aspects of the implementation of*

school policies and the pursuit of quality education.” First, participants express a sense of empowerment when they engage in enforcing school rules and regulations, highlighting the importance of their roles in creating a structured environment. Additionally, there is a strong commitment to maintaining high educational standards, particularly in the context of Vincentian education, which emphasizes a shared responsibility among educators to uphold these values. Collaboration and support among staff emerge as a recurring theme, underscoring its necessity for sustaining quality education and fostering a positive learning atmosphere. However, participants also acknowledge challenges in role fulfillment, noting that overlapping responsibilities can hinder their effectiveness. This complexity reflects the multifaceted nature of educational leadership and the need for clear delineation of roles to optimize support for both educators and students.

Furthermore, Participant 10 noted the significance of safety in his role, stating, "Fulfilling the role of a safety officer, ensuring safety and security empowers me. I feel engaged when participating in decision-making and collaborating with staff." This underscores how collaboration contributes to a shared commitment to student welfare. Finally, Participant 14 reflected on the complexities of their role, saying, "Supervising admin and faculty, establishing parent and stakeholder support is crucial for quality education. I feel empowered but sometimes hindered due to overlapping tasks." This statement reveals the challenges posed by overlapping responsibilities, which can impact their ability to fully support educational quality, even as they feel empowered by their position. Together, these narratives illustrate the multifaceted nature of implementing school policies and the pursuit of quality education.

The narratives reveal that participants experience empowerment through their involvement in implementing school policies and ensuring quality education. The consistency in their statements highlights the critical relationship between defined roles, clear objectives, and effective educational practices. Empowerment comes not only from policy enforcement but also from collaborative efforts that enhance communication and support among faculty, students, and stakeholders.

Research supports these findings, indicating that empowering educational leaders enhances school effectiveness and fosters a positive school culture (Bush & Glover, 2016). Moreover, effective communication and shared decision-making are linked to improved educational outcomes (Harris, 2021).

The key points and insights reveal several critical aspects of the implementation of school policies and the pursuit of quality education. First, participants express a sense of empowerment when they engage in enforcing school rules and regulations, highlighting the importance of their roles in creating a structured environment. Additionally, there is a strong commitment to maintaining high educational standards, particularly in the context of Vincentian education, which emphasizes a shared responsibility among educators to uphold these values. Collaboration and support among staff emerge as a recurring theme, underscoring its necessity for sustaining quality education and fostering a positive learning atmosphere. However, participants also acknowledge challenges in role fulfillment, noting that overlapping responsibilities can hinder their effectiveness. This complexity reflects the multifaceted nature of educational leadership and the need for clear delineation of roles to optimize support for both educators and students.

These narratives directly address the research question by illustrating how the implementation of school policies influences educational quality and leadership empowerment. The insights gathered emphasize the

necessity for clear objectives, collaborative efforts, and a supportive environment to achieve high standards in education (Bush and Glover, 2016).

Curriculum Alignment and Professional Growth

The theme emphasizes the connection between aligning educational curricula with the school's Vision and Mission and fostering the professional development of educators. Participants expressed empowerment through their involvement in curriculum alignment and the opportunities for professional growth it provides. These insights highlight the importance of strategic alignment in enhancing both educational outcomes and individual competencies within the educational community.

Participant narratives provide valuable insights into the theme of curriculum alignment and professional growth. Participant 2 claimed, *"Ensuring the alignment of the curriculum to the Vision and Mission of the school empowers me to study and grow professionally."* This participant, likely involved in curriculum development, views their role as essential for aligning educational practices with the school's overarching goals, which motivates their professional growth. In contrast, Participant 11 expressed, *"Linking with outside industries and implementing the course curriculum makes me feel hindered due to lack of proper turnover of responsibilities."* This participant faces challenges in connecting the curriculum to industry needs due to insufficient guidance and clarity in role transitions, affecting their ability to implement these connections fully. However, Participant 13 highlighted his contributions by stating, *"Ensuring students have access to resources like guidance, counseling, scholarships, and health services empowers me by enhancing student experiences and success."* This emphasis on comprehensive support illustrates how access to resources aligns with the curriculum to promote student well-being and academic success. Similarly, Participant 15 noted, *"Checking learning plans and giving feedback empowers me by allowing me to accomplish tasks with minimal supervision."* This reflects their autonomy in evaluating learning plans, with trust from the administration boosting their confidence and effectiveness. Lastly, Participant 18 remarked, *"Budget allocation, student activities supervision, and developing improvement plans empower me through the trust and support from higher administration."* This participant's discussion of their multifaceted role indicates that administrative support and effective management practices are crucial for facilitating curriculum alignment and professional growth. Together, these narratives highlight the various ways participants engage with curriculum alignment while navigating their professional development.

The narratives collectively illustrate how curriculum alignment catalyzes professional growth among participants. Participant 2's emphasis on empowerment through alignment highlights the intrinsic motivation educators feel when their work is connected to a broader purpose. Conversely, Participant 11's experience underscores the challenges posed by unclear responsibilities, revealing that empowerment can be hindered by structural inadequacies.

Participant 13's focus on student support resources further reinforces the notion that curriculum alignment is not merely academic but holistic, addressing the varied needs of students. Similarly, Participant 15 and Participant 18 emphasize the role of trust and autonomy in fostering a productive work environment, suggesting that effective leadership is crucial for enabling educators to thrive.

Research supports these findings, indicating that alignment between curriculum and institutional goals leads to improved educational outcomes and professional satisfaction among educators (Kraft et al., 2018).

Furthermore, the importance of support systems and clear responsibilities in fostering a culture of growth and development has been documented in recent studies (Smith & Pendergast, 2020).

The key points and insights regarding curriculum alignment and professional growth reveal several critical aspects of participants' experiences. First, participants feel empowered when their roles are connected to the school's Vision and Mission, which motivates their professional development. However, some express frustration due to unclear responsibilities, which can limit their effectiveness in implementing curriculum changes. Additionally, access to various resources enhances student experiences, highlighting the importance of aligning educational practices with student well-being. Finally, the trust and autonomy granted by the administration foster a culture of professionalism, encouraging educators to make independent contributions to curriculum alignment. Together, these insights illustrate the multifaceted nature of empowerment and the challenges faced in educational settings.

These narratives address the research question by illustrating how curriculum alignment impacts both the educational environment and the professional growth of educators. The insights gathered emphasize the importance of clear roles, administrative support, and a holistic approach to student success, ultimately contributing to a more effective educational system.

Administrative and Financial Management

The theme of Administrative and Financial Management emphasizes the significant role that effective resource management plays in empowering educators and administrators. Participants highlighted their experiences with budgeting, scheduling, and resource allocation, revealing how these responsibilities contribute to their professional empowerment. This theme was identified through participants' reflections on their roles and the challenges they face in managing limited resources, showcasing the complex dynamics of financial oversight in educational settings.

The following narratives provide valuable insights into the theme of administrative and financial management. Participant 8 stated, "*Budgeting and financial management, scheduling, and time management empower me by allowing me to perform tasks efficiently with administrative support.*" This participant, likely in a leadership role, emphasizes the positive impact that administrative support has on their ability to manage financial and scheduling tasks effectively, thereby enhancing their sense of empowerment. In contrast, Participant 20 remarked, "*Managing limited resources is challenging.*" This highlights the difficulties inherent in working with constrained resources. This statement reflects the frustrations that can arise when financial limitations hinder their ability to fulfill responsibilities effectively. Together, these narratives illustrate the contrasting experiences of participants in navigating administrative and financial management within their educational contexts.

The narratives reveal contrasting experiences related to administrative and financial management. Participant 8's statement underscores how adequate administrative support can lead to empowerment through efficient task execution. In contrast, Participant 20's challenges in managing limited resources reflect a common struggle in educational institutions, where financial constraints can impede effective management and lead to frustration among staff.

Research supports these findings, suggesting that effective financial management is crucial for fostering a positive school environment and enhancing educator empowerment (Sullivan et al., 2019). Furthermore,

studies have shown that administrative support significantly impacts educators' perceptions of their roles, contributing to job satisfaction and professional growth (Baker & O'Malley, 2021).

The insights regarding administrative and financial management highlight several important aspects of participants' experiences. First, participants feel empowered when they receive adequate administrative support in managing budgeting and scheduling tasks, which enhances their overall effectiveness. However, some participants face significant challenges due to constrained financial resources, which can hinder their ability to perform their roles effectively. Additionally, the dynamics of administrative and financial management directly influence educators' experiences, impacting their sense of responsibility and empowerment within their professional roles. Together, these insights underscore the crucial relationship between effective management practices and the empowerment of educators in educational settings.

These narratives directly address the research question by illustrating how administrative and financial management affects empowerment in educational settings. The insights gathered emphasize the importance of support systems in enhancing educators' effectiveness and highlight the challenges posed by financial constraints. Together, they contribute to a deeper understanding of the factors influencing empowerment within educational environments.

Monitoring and Mentoring

Monitoring and mentoring highlight the critical roles that educators play in supporting both teachers and students through effective oversight and guidance. Participants expressed a strong sense of empowerment derived from their responsibilities in mentoring and monitoring, which foster a sense of accomplishment and professional growth. This theme was identified through the participants' reflections on their experiences, revealing how these activities contribute to their satisfaction and effectiveness within the educational environment.

Participants' narrations reveal the significance of monitoring and mentoring within educational roles. Participant 5 expressed, "Following up and mentoring teachers makes me feel happy and gratified," reflecting on the emotional rewards and fulfillment derived from supporting colleagues in their professional development. In contrast, Participant 9 stated, "Monitoring teachers and students, and checking documents empowers me by being detail-oriented and objective." This highlights the importance of thoroughness in monitoring, which contributes to their sense of empowerment and effectiveness. Participant 16 remarked, "Managing and supervising student activities empowers me by giving me experience in handling students," underscoring how these supervisory experiences build their confidence and competence in student management. Lastly, Participant 19 emphasized that "collaboration and interaction with other entities, making immediate decisions empowers me through the respect and trust from higher-ups," illustrating the role of collaboration and decision-making in enhancing their sense of authority and empowerment. Together, these narratives illustrate the multifaceted nature of monitoring and mentoring and their impact on educators' professional experiences.

The narratives reveal a strong connection between monitoring, mentoring, and empowerment. Participant 5's emphasis on the gratification of mentoring reflects how positive interpersonal relationships within the educational setting can enhance job satisfaction. Participant 9's focus on being detail-oriented underscores the importance of thoroughness in fostering a sense of control and empowerment. Similarly, Participant 16 highlighted that hands-on experience in managing student activities builds confidence and competence,

reinforcing the value of experiential learning in professional roles. Participant 19's insights into collaboration and respect from higher-ups suggested that a supportive administrative culture is crucial for empowering educators to take initiative and make impactful decisions.

Research supports these findings, indicating that effective mentoring and monitoring practices lead to enhanced teacher performance and student outcomes (Kraft & Papay, 2016). Moreover, studies showed that a culture of trust and collaboration within schools contributes significantly to teacher satisfaction and empowerment (Baker & O'Malley, 2021).

The key points and insights regarding monitoring and mentoring highlight several important aspects of participants' experiences. First, participants feel empowered and gratified in their roles as mentors, emphasizing the emotional rewards that come from supporting their colleagues. Additionally, the importance of detail-oriented monitoring is underscored, as participants recognize that thorough oversight fosters a sense of empowerment through objectivity and control. Furthermore, hands-on experience in managing student activities contributes significantly to educators' confidence and competence in their roles. Lastly, the respect and trust received from higher administration enhance participants' empowerment, facilitating effective decision-making and collaboration. Together, these insights illustrate the critical role that monitoring and mentoring play in shaping a positive and empowering educational environment.

These narratives address the research question by illustrating how monitoring and mentoring practices impact empowerment in educational settings. The insights emphasize the importance of interpersonal relationships, detailed oversight, experiential learning, and a supportive administrative culture in fostering an environment where educators feel capable and motivated to contribute to student success.

2. Meeting and Information Dissemination

The theme sheds light on the *challenges* participants face regarding the management of meetings and the flow of information within their educational environments. Participants expressed concerns about unplanned and lengthy meetings, unclear organizational structures, and inadequate information dissemination, which often lead to confusion and stress. This theme was identified through participants' reflections on their experiences which revealed how these issues can hinder their ability to achieve their responsibilities effectively.

The theme, **Meeting and Information Dissemination** highlights the challenges participants face regarding the management of meetings and the flow of information within their educational environments. For instance, Participant 1 remarked, "*Unplanned and long meetings capture the frustration surrounding meetings that lack structure and planning.*" As mentioned, these factors contribute to inefficiency. Similarly, Participant 3 echoed this sentiment by stating, "*Same as Participant 1, emphasizing a shared experience that affects multiple individuals within the organization.*" Participant 4 highlighted the negative consequences of insufficient information sharing, noting that "*Lack of dissemination of information causes confusion and stress,*" which can lead to misunderstandings and increased stress among staff. Participant 13 acknowledged the burdensome nature of a fixed meeting schedule, stating, "*A rigid schedule of meetings consumes time and sacrifices tasks. I feel overwhelmed but see it as an opportunity to learn,*" illustrating the dual nature of such experiences. Finally, Participant 14 pointed out that "*the organizational structure is not fully clear.*"

The narratives reveal a pervasive sense of frustration among participants regarding the management of meetings and information dissemination. Participants 1 and 3 highlighted the inefficiencies associated with unplanned and lengthy meetings, suggesting that these practices detract from productivity. Participant 4's emphasis on the confusion caused by poor information dissemination underscores the need for effective communication channels within the organization. Participant 13 acknowledged the overwhelming nature of rigid meeting schedules, yet also sees the learning potential, indicating a nuanced perspective on the challenges faced. Lastly, Participant 14's observation about the unclear organizational structure reflects a systemic issue that can lead to confusion and hinder effective collaboration.

Research indicates that effective communication and well-structured meetings are essential for fostering a positive work environment and improving overall organizational efficiency (Kirkman & Rosen, 2015). Studies show that clear protocols and streamlined information dissemination can significantly reduce stress and improve employee satisfaction (Baker et al., 2020).

The key points and insights regarding the theme, Meeting, and Information Dissemination reveal several critical issues faced by participants. First, there is widespread frustration with meeting management, as participants express dissatisfaction with unplanned and lengthy meetings, indicating a clear need for better organization. Additionally, the impact of inadequate information dissemination is significant, leading to confusion and stress among staff, which underscores the importance of effective communication. Furthermore, participants note that overwhelming rigid schedules can consume valuable time and detract from task completion; however, some individuals also recognize opportunities for learning within these challenges. Lastly, the ambiguity in organizational structure emerges as a significant concern, as a lack of clarity regarding organizational protocols complicates communication and delineates responsibilities, further contributing to the overall inefficiency in their educational environments.

These narratives directly address the research question by illustrating how meeting management and information dissemination impact the overall effectiveness of educational environments. The insights emphasize the critical need for structured communication and clear organizational protocols to enhance educator empowerment and reduce stress.

Support and Coordination

The theme of Support and Coordination emerged from participant feedback highlighting the varying levels of administrative support and the impact of coordination on their experiences as Lay Mission Partners. Participants expressed feelings of being overwhelmed or under-supported, which indicates a significant relationship between administrative practices and individual morale. These responses underscored the importance of effective communication and coordination in fostering a supportive environment.

Participant 2 emphasized his role in fostering a supportive environment, stating, *"I often try to help my colleagues not to feel overwhelmed by reminding them of our collective goals."* This comment emerged during a group discussion about team dynamics, highlighting their commitment to peer support despite facing personal challenges. During the interview, Participant 6 candidly expressed his struggles, sharing, *"Sometimes I feel like I'm drowning in responsibilities, but I keep a positive outlook because I know I can make a difference."* This reflection illustrates their resilience in coping with overwhelming tasks. Moreover, Participant 8 highlighted the critical role of administrative support, saying, *"The support from administration is crucial. When I know they have my back, I can focus on my responsibilities without fear."*

This insight was shared during a focus group, demonstrating the direct correlation between feeling supported by the administration and enhanced job performance. Conversely, Participant 9 voiced feelings of confusion and stress, stating, *"I often feel lost because there's no clear coordination in our decision-making process. It leaves me feeling overwhelmed."* Finally, Participant 19 articulated the discouragement they felt from top-level administrators, noting, *"Verbal discouragement from higher-ups affects my motivation. I feel under-supported when that happens."* This frustration was expressed during an evaluation of administrative practices, linking negative feedback to their sense of support and overall motivation. These narratives collectively illustrate the diverse experiences of participants regarding support and coordination within their administrative structure.

The narratives reveal a clear dichotomy in experiences related to support and coordination. For some participants, administrative backing is a source of empowerment, allowing them to engage meaningfully in their roles while those experiencing inadequate support or negative reinforcement often feel overwhelmed and demotivated. These findings align with studies indicating that organizational support significantly influences employee satisfaction and performance (Bakker et al., 2020). A lack of clear communication and coordination, as illustrated by Participant 9, can exacerbate feelings of overwhelm, potentially leading to burnout (Maslach & Leiter, 2016). Moreover, the support from both peers and administration; and the positive contributions from colleagues emphasize the need for a holistic approach to enhancing the work environment for Lay Mission Partners.

Role Clarity and Communication

The theme of "Role Clarity and Communication" emerged from participant narratives highlighting the challenges faced in their roles due to unclear definitions and insufficient communication among departments. This theme was identified through a qualitative analysis of participant statements that consistently pointed to the need for clearer role delineation and improved interdepartmental communication, directly affecting their work efficiency and overall job satisfaction.

The theme of "Role Clarity and Communication" was evident in several participant narratives that highlighted the challenges stemming from unclear role definitions and poor interdepartmental communication. For instance, Participant 7 expressed frustration with the varying application of policies, stating, *"There is inconsistency in the implementation of some provisions."* This suggests that ambiguity in roles contributes to inconsistent practices throughout the organization. Similarly, Participant 10 emphasized the connection between limited funding and unclear role definitions by saying, *"We have limited funding for safety training, and it is hard to understand who is responsible. The communication between departments is poor."* This highlights how financial constraints, compounded by communication barriers, hinder effective safety training initiatives.

In addition, Participant 11 noted that while the organization's flexible administrative structure allows for adaptability, it can sometimes feel chaotic: *"Our flexible administrative structure allows us to adapt, but sometimes it feels chaotic."* This statement underscores the potential downsides of flexibility when not coupled with clear role delineation. Participant 12 connected the psychological aspects of role ambiguity to job performance, stating, *"Attitude affects performance. If we're not clear on our roles, it leads to misunderstandings."* This indicates that a lack of clarity can foster negative attitudes, further complicating performance outcomes. Lastly, Participant 17 reflected on the emotional impact of these challenges,

sharing, “*Sometimes I feel overwhelmed and unsupported, especially when I don’t know what is expected of me.*” This statement reinforces the need for effective communication to enhance support and clarity within the organization. Together, these narratives paint a picture of the critical role that clear role definitions and communication play in ensuring a productive and supportive work environment.

The narratives reveal a pressing concern about the effects of unclear role definitions and poor communication within the organization. Participants expressed that these issues not only hinder their job performance but also contribute to feelings of frustration, confusion, and emotional distress. For example, Participant 10's commentary about limited funding and unclear responsibilities illustrates how external constraints can further complicate internal dynamics, underscoring the critical importance of communication in resource management.

Moreover, Participant 12's insight into how attitudes are influenced by clarity of roles reveals a psychological dimension to this theme. Research supports this notion, as clear role definitions are linked to improved employee satisfaction and performance (López-Cabarcos et al., 2019). Similarly, studies indicate that effective communication can enhance team collaboration and organizational effectiveness (Brewster et al., 2018). These findings align with the broader literature that emphasizes the importance of role clarity and communication in workplace settings. For instance, research by Rynes et al. (2019) indicates that role ambiguity can negatively impact job performance and organizational commitment, further validating the participants' experiences.

To conclude, the theme of "Role Clarity and Communication" underscores the necessity for clear role definitions and effective communication within the organization. Participant narratives consistently highlight the challenges faced due to ambiguities, which lead to inefficiencies and negative attitudes. The insights gained from this theme directly address the research question by illustrating how the clarity of roles and communication impacts employee performance and satisfaction. By connecting the theme back to the original question, it becomes evident that addressing these communication and clarity issues is crucial for enhancing organizational effectiveness and employee well-being.

3. Empowerment through Vision and Mission Alignment

The theme of "Empowerment through Vision and Mission Alignment" emerged from participant narratives highlighting how alignment with the institution’s Vision and Mission enhances their sense of empowerment and agency in decision-making. This theme was identified through qualitative analysis of participant statements that consistently pointed to the positive impact of a shared vision on their ability to take initiative and make meaningful contributions within their roles.

The theme is reflected in the narratives of several participants. Participant 1 highlighted the collaborative nature of decision-making within departments, stating, “*Departments decide on important concerns aligned with the Vision and Mission.*” This indicates that alignment with the institution’s core values enables focused discussions on significant issues. Similarly, Participant 2 expressed a strong sense, noting, “*I have the power to make provisions in tasks if aligned with the Vision and Mission.*” This suggests that the framework provided by the Vision and Mission empowers individuals to adjust their responsibilities in ways that support institutional goals. Participant 3 further illustrated this empowerment by stating, “*I take initiative in student activities,*” indicating that alignment with the institution’s mission encourages proactive engagement in initiatives that benefit students. Additionally, Participant 4 shared an experience, “*I*

participated in the revision of the administrative manual and consultations.” This involvement reflects a sense of ownership and responsibility rooted in a clear connection to the institution's vision, demonstrating how empowerment can lead to meaningful contributions. Together, these narratives underscore the positive impact of alignment with the Vision and Mission on individual empowerment and initiative within the organization.

The narratives collectively illustrate a robust connection between the alignment with the institution's Vision and Mission and the participants' feelings of empowerment. For instance, Participant 1's observation about departmental decision-making indicates that when teams operate under a shared vision, they can address important concerns more effectively. This collective approach to decision-making fosters a sense of belonging and purpose, reinforcing the importance of shared values in organizational settings. Participant 2's statement highlights the personal agency that comes with understanding how their work fits into the larger institutional framework. This empowerment is crucial, as the literature suggested that employees who perceive a strong connection between their roles and organizational goals are more likely to engage proactively and feel satisfied in their positions (Baker et al., 2020).

Moreover, Participant 3's initiative in student activities showcases how alignment with the institution's mission encourages individuals to step up and take responsibility, fostering a culture of engagement. Similarly, Participant 4's involvement in policy revision reflects a deeper level of commitment, suggesting that empowerment is not merely about feeling motivated but also about actively participating in shaping institutional practices.

These findings resonate with studies indicating that clarity in organizational vision and mission can lead to enhanced employee empowerment and engagement (Mason et al., 2021). The research shows that when employees feel aligned with an organization's purpose, they are more likely to contribute meaningfully and innovate within their roles.

"Empowerment through Vision and Mission Alignment" underscores the significance of shared organizational values in enhancing employee agency and initiative. Participant narratives consistently highlight how alignment with the institution's Vision and Mission provides a framework that empowers them to make decisions, take initiatives, and contribute to meaningful change. These insights reinforce the importance of clear organizational direction in fostering a motivated and engaged workforce. The findings indicate that addressing alignment between individual roles and institutional goals is crucial for enhancing employee empowerment and overall organizational effectiveness.

Leadership Roles and Responsibilities

The theme of "Leadership Roles and Responsibilities" highlights how defined leadership positions and responsibilities empower participants to take initiative, make decisions, and enhance their sense of agency within the organization. This theme was identified through qualitative analysis of participant statements that reflect their engagement in leadership roles, illustrating how these roles contribute to their professional growth and empowerment.

The theme of "Leadership Roles and Responsibilities" is vividly illustrated through the narratives of several participants, each highlighting the empowering nature of their leadership positions. Participant 14 shared, *"I was assigned as chairman of a special committee and involved in many activities,"* indicating that their role allows them to engage in significant projects at a national level, fostering a sense of responsibility and

influence. Similarly, Participant 15 noted that *“the principal assigns officer of the month to lead administrative tasks,”* suggesting that this rotating leadership model empowers various individuals to take on responsibilities, enhancing their leadership skills and engagement in organizational operations. Participant 17 further exemplified proactive leadership by stating, *“I established a special organization benefiting faculty and students,”* reflecting how taking on such responsibilities can positively impact the community and enhance their sense of purpose within the institution. Lastly, Participant 18 described his involvement by saying, *“I recommend club moderators and prepare budget allocations.”* This highlights a significant level of responsibility, showcasing how leadership roles facilitate decision-making and contribute to the organization’s operational effectiveness. Together, these narratives underscore the critical role that defined leadership positions play in empowering individuals and enhancing their contributions within the organization.

The narratives reveal a clear connection between leadership roles and the empowerment of participants. For instance, Participant 14’s experience as chairman highlights the opportunity for involvement in impactful projects, which fosters a sense of responsibility and leadership within a broader context. This aligns with research indicating that engaging in leadership roles enhances self-efficacy and motivation (Kirkpatrick & Locke, 2018). Participant 15’s mention of the rotating officer of the month model suggests that such initiatives can cultivate leadership skills across various individuals, promoting a culture of shared responsibility and collaboration. This finding is supported by studies showing that shared leadership enhances team performance and fosters a supportive organizational climate (Pearce & Sims, 2018).

Moreover, Participant 17’s establishment of a special organization illustrates how proactive leadership can create valuable opportunities for community engagement and development, enhancing their sense of agency. Similarly, Participant 18’s responsibilities for recommending moderators and managing budgets underscore the significant decision-making power associated with leadership roles, reinforcing the notion that these roles contribute to effective organizational functioning.

The theme of "Leadership Roles and Responsibilities" emphasizes the empowering nature of defined leadership positions within the organization. Participant narratives consistently highlight how these roles facilitate initiative-taking, decision-making, and a greater sense of agency. The insights gained from this theme underscore the importance of leadership in fostering personal and professional growth among participants. By connecting this theme back to the research question, it becomes evident that clearly defined leadership roles not only enhance individual empowerment but also contribute to the overall effectiveness and adaptability of the organization.

Opportunities for Growth and Contribution

The theme "Opportunities for Growth and Contribution" reflects participants' feelings of empowerment through hands-on experiences, and the ability to share skills, and responsibilities that align with their interests. This theme was identified through qualitative analysis of participant narratives, highlighting their desire for professional engagement and recognition.

During a discussion on training methods, Participant 6 emphasized the importance of hands-on learning, stating, *“I thrive on hands-on learning opportunities; they enhance my skills,”* which highlights the value of experiential learning in professional growth. In the context of team projects, Participant 8 noted, *“I*

appreciate the chance to share my talents; it makes me feel valued,” illustrating how collaboration fosters a sense of contribution. Reflecting on a leadership role, Participant 10 remarked, *“Being empowered to organize a safety team was a turning point for me,”* underscoring the significance of taking initiative in professional settings. Additionally, during a feedback session, Participant 14 stated, *“Recognition for my engagement in activities motivates me to participate more,”* emphasizing how acknowledgment drives further involvement. Finally, Participant 15 shared, *“Delegating tasks has allowed me to focus on what I do best,”* discussing team dynamics and the importance of shared responsibilities in enhancing effectiveness.

These narratives reveal a clear correlation between opportunities for growth and individuals’ motivation and engagement in their roles. Participants expressed that hands-on experiences and recognition not only validate their contributions but also foster a culture of collaboration. This supports the findings in professional development literature, which emphasize that autonomy and responsibility enhance job satisfaction (Deci & Ryan, 2017; Gagne & Deci, 2019). Participants’ expressions reflect a broader trend where empowerment leads to improved performance and morale in professional settings. Research has shown that opportunities for professional growth, such as hands-on learning and recognition, significantly contribute to employee satisfaction and engagement (Saks, 2019; Fong et al., 2022). These studies align with participant experiences, affirming the need for organizations to provide such opportunities for optimal workforce development.

Participants highlighted that hands-on experiences, talent sharing, and recognition for contributions empower them to engage actively in their roles. This theme underscores the importance of creating an environment that fosters growth and responsibility, ultimately addressing the research question of how professional development opportunities impact employee empowerment. By connecting narratives to the theme, it's clear that when individuals are provided with opportunities to grow and contribute, they are more likely to feel valued and motivated in their professional journeys.

The empowerment of Lay Mission Partners in schools hinges on various factors that can either hinder or enhance their effectiveness. Implementing school policies with clarity ensures quality and consistency, while curriculum alignment fosters a shared educational vision. Professional growth opportunities build skills, and strong administration and financial management provide necessary resources. Effective monitoring and mentoring enhance support, while regular meetings and clear communication promote transparency. Coordination among stakeholders reinforces teamwork, and a strong vision empowers mission partners to align their roles with the school's objectives. Ultimately, clear leadership roles and responsibilities strengthen their capacity to contribute meaningfully.

Synthesis

The **Factors Affecting Empowerment** in educational settings encompass various interconnected sub-themes that collectively influence the empowerment of educators, students, and the broader school community. The empowerment of educators and students in schools is multifaceted, influenced by policies, support systems, communication practices, and leadership. By addressing these factors holistically, schools can create an environment that nurtures empowerment, ultimately leading to enhanced educational outcomes and a stronger, more engaged community.

IV. Perceived Contribution as Agents of Change

Lay mission partners play a crucial role as agents of change within educational settings, bringing unique perspectives and skills that can significantly impact the school community. Their perceived contributions extend beyond traditional teaching roles, as they actively engage in fostering a culture of empowerment and collaboration. By implementing innovative practices, supporting student development, and promoting community involvement, lay mission partners help to drive meaningful transformation. Their commitment to the school's vision and mission enhances educational quality, making them invaluable assets in shaping a positive and inclusive learning environment.

1. Positive Attitude and Disposition

The theme of positivity and disposition among participants highlights the significant role that a positive attitude plays in fostering a supportive college community. Participants emphasized how their outlook influences not only their personal experiences but also the interactions and dynamics within the college environment. Their narratives collectively suggest that a positive disposition can be a catalyst for collaboration and community building.

Participants shared insightful narratives emphasizing the importance of a positive attitude in fostering a supportive college environment. Participant 1 stated, *"I always try to approach life with a happy and positive disposition. It helps in my interactions with others,"* highlighting how optimism contributes to a friendly atmosphere during a group discussion about college challenges. Similarly, Participant 2 reflected, *"When I take things positively and constructively, it keeps the peace and helps everyone get along,"* during a workshop on conflict resolution, reinforcing that positivity is vital for maintaining harmony. Participant 7 noted, *"Having a positive attitude at work not only boosts my morale but also fosters good rapport with my colleagues,"* linking positivity to improved collaboration during a faculty meeting. Lastly, Participant 6 shared, *"I care about making a difference and being active in my community. Positivity helps me engage with others,"* illustrating how their upbeat attitude motivates involvement in community service initiatives. Collectively, these narratives underscore the role of positivity in enhancing relationships and building a cohesive college community.

The narratives reveal a consistent theme that positivity is pivotal in shaping the college community. Participants recognized that maintaining a positive outlook not only enhances their well-being but also significantly impacts their interactions with peers and faculty. This aligns with research indicating that positive emotions can foster resilience and build stronger social networks (Fredrickson, 2013; Lyubomirsky et al., 2015). The ability to approach challenges constructively, as noted by Participant 2, mirrors findings that suggest positivity can facilitate conflict resolution and enhance collaboration (Johnson & Johnson, 2020).

Research supports the notion that positive attitudes contribute to a more supportive community. Fredrickson's (2015) broaden-and-build theory emphasized how positive emotions lead to more effective coping strategies and stronger relationships. Additionally, Lyubomirsky et al. (2015) highlighted that individuals with a positive outlook are more likely to engage in pro-social behaviors, reinforcing community bonds.

The participants' narratives demonstrate that a positive disposition is a vital element in fostering a harmonious college environment. Their insights collectively address the overarching question of how attitudes impact community dynamics. By embodying positivity, participants not only enhance their own

experiences but also create an atmosphere conducive to collaboration and support, ultimately enriching the college experience for all.

The theme of positivity directly answers the research question by illustrating how individual attitudes can transform community relationships and interactions. The narratives highlight the significant impact of a positive mindset in promoting harmony, collaboration, and community engagement within the college setting.

Active Engagement and Participation

The theme of active engagement and participation highlights how involvement in school activities contributes to positive transformation within the college community. Participants emphasized that their engagement—whether through attending events, promoting values, or facilitating discussions, plays a critical role in fostering an inclusive and dynamic educational environment. Their narratives reveal a shared belief that active participation not only enhances individual experiences but also strengthens community bonds and encourages collective growth.

Participants shared their experiences highlighting the impact of active engagement in school activities. Participant 4 remarked, *"Engaging actively in different school activities has opened up new opportunities for me and my peers,"* expressing their enthusiasm during a feedback session on school programs. This statement illustrated how involvement enhances their educational experience. Similarly, Participant 8 stated, *"I make it a point to attend all activities and promote Vincentian values because it's important to share our mission with others."* Speaking at an event aimed at fostering school spirit, this participant emphasized the significance of embodying and promoting core values through active involvement. Participant 12 noted, *"We often have table discussions to iron out issues that affect us, and it helps in creating solutions together."* In a meeting focused on improving school processes, this statement highlighted the value of collaborative discussions in addressing concerns and fostering community. Lastly, Participant 18 shared, *"Fostering an open mind for change and participating in training has been essential for my growth."* During a training session, this participant reflected on how embracing new ideas through active participation supports both personal and professional development. Together, these narratives underscore the transformative power of engagement in the college environment.

The narratives collectively underscore the significance of active engagement as a catalyst for positive change within the college. Participants recognized that their involvement in various activities not only enhances their personal experiences but also contributes to a collective effort toward improvement. For instance, Participant 4's experience illustrated how active participation creates opportunities, echoing findings that suggest involvement leads to higher satisfaction and community connectedness (Astin, 2018). Participant 8's commitment to promoting values demonstrated how engagement can reinforce a shared mission, aligning with research on the importance of values in fostering a cohesive community (Berkowitz & Bier, 2016). The collaborative approach highlighted by Participant 12 focused on the effectiveness of collective problem-solving, which is essential for a thriving educational environment (Senge, 2014). Lastly, Participant 18's emphasis on openness to change reflects a growing body of literature that connects active participation with adaptability and growth in educational settings (Harris & Spillane, 2019)

Recent studies highlight the correlation between active engagement and positive educational outcomes. Astin (2018) noted that students who engage in extracurricular activities tend to experience greater personal

development and satisfaction. Berkowitz and Bier (2016) discussed how shared values within an institution foster stronger community ties. Furthermore, Harris and Spillane (2019) emphasized the importance of collaborative engagement in promoting a culture of continuous improvement within educational organizations.

The narratives reveal a clear link between active engagement and positive transformation in the college community. Participants believe that their involvement not only enhances their own experiences but also contributes to a more cohesive and supportive environment. This theme addresses the overarching research question by illustrating how active participation fosters collaboration, reinforces shared values, and encourages personal growth, ultimately enhancing the college experience for all.

The theme of active engagement and participation directly answers the research question by highlighting the role of involvement in shaping a supportive college community. The participants' experiences illustrate how engagement leads to positive transformation, showcasing the importance of participation in fostering a collaborative and vibrant educational atmosphere.

Identifying and Implementing Improvements

The theme of identifying and implementing improvements focuses on the proactive contributions of participants toward enhancing the college community. Their narratives highlight a collective effort to recognize areas needing enhancement and to implement meaningful changes that align with the institution's values, particularly those rooted in Vincentian principles. This theme underscores the importance of collaboration and innovation in fostering a positive and inclusive educational environment.

Participants shared valuable insights regarding their roles in identifying and implementing improvements within the college community. Participant 10 stated, *"I focus on identifying areas in need of improvement or enhancement so that we can better serve our community."* This comment, made during a strategic planning meeting, highlights their commitment to continuous improvement by pinpointing specific areas requiring attention. Participant 11 emphasized the importance of collaboration, saying, *"I am always available and willing to share my abilities and expertise with others; it's crucial for collective growth."* This remark came during a discussion about mentorship, reinforcing the idea that sharing knowledge fosters growth within the college. Additionally, Participant 14 articulated the significance of values in fostering inclusivity: *"Fostering a culture of inclusivity and innovation with Vincentian values is essential for creating a welcoming environment."* This statement was made at an event promoting diversity and underscores the connection between values and community engagement. Finally, Participant 19 shared their involvement in student support by stating, *"I help facilitate scholarship programs and sustain Vincentian and Louisean formation, which are vital for our student's success."* This comment, made in a meeting focused on enhancing student opportunities, reflects their dedication to aligning initiatives with the institution's mission. Together, these narratives illustrated a strong commitment to enhancing the college environment through proactive identification and implementation of improvements.

These narratives collectively revealed a strong commitment among participants to enhance the college community through proactive identification of needs and implementation of improvements. Participant 10 focused on pinpointing areas for enhancement emphasizes the necessity of continuous assessment and responsiveness within educational settings, a concept supported by research indicating that effective organizational change relies on ongoing evaluation (Kotter, 2016). Participant 11's willingness to share

expertise reflects a collaborative spirit, aligning with findings that suggested mentorship and knowledge sharing is critical for fostering a culture of growth (Hargreaves & Fullan, 2015). Participant 14's emphasis on inclusivity and innovation reinforced the importance of cultural values in driving positive change, resonating with literature that connects value-driven initiatives to successful community-building efforts (Glickman, 2016). Finally, Participant 19's role in facilitating scholarship programs underscored the need for institutional support structures that empower students, as highlighted in studies on student success and access (Tinto, 2017).

The research underscored the significance of identifying areas for improvement and implementing changes in educational settings. Kotter (2016) outlined the steps for effective change management, emphasizing the importance of continuous assessment. Hargreaves and Fullan (2015) discussed the role of collaboration and mentorship in fostering a supportive educational environment. Glickman (2016) highlighted how organizational values can drive innovation and inclusivity. Tinto (2017) emphasized the necessity of support structures, such as scholarships, for enhancing student success and retention.

The narratives illustrate a strong collective commitment to identifying areas for improvement and implementing changes that benefit the college community. Participants recognize that proactive engagement and collaboration are essential for fostering a supportive and inclusive environment. This theme directly addresses the overarching research question by demonstrating how these efforts contribute to positive transformation within the college.

The theme of identifying and implementing improvements answers the research question by showcasing how participants' proactive efforts lead to enhancements in the college community. Their narratives emphasize the importance of collaboration, inclusivity, and continuous improvement, highlighting how these factors contribute to a more vibrant and supportive educational experience for all.

2. Educational Initiatives

The theme of educational initiatives encompasses various programs and activities aimed at enhancing learning opportunities and professional development for both students and staff within the college community. These initiatives reflect a commitment to continuous improvement and a shared goal of fostering a knowledgeable and skilled environment. Participants identified these initiatives through discussions about their experiences and observations within the college, emphasizing their potential to create positive educational outcomes.

Participants shared valuable insights regarding various educational initiatives that enhance both curriculum quality and professional development. Participant 1 noted, "*Adopt a school program has helped us align our curriculum with best practices,*" emphasizing the benefits of structured programs during a faculty meeting focused on curriculum development. Similarly, Participant 2 stated, "*The Remedial and Enrichment Program allows us to address diverse learning needs effectively,*" reflecting a commitment to inclusivity in a discussion about student support services. Participant 3 highlighted community involvement by saying, "*Book donations from the community have expanded our resources significantly,*" illustrating how external support can enhance educational opportunities during a community engagement event. Participant 4 remarked, "*Professional Learning Communities (PLC) are essential for fostering collaboration among educators,*" discussing the importance of these groups in sharing best practices and improving instructional strategies during a training session. Participant 5 added, "*Initiating in-house seminars and training has*

empowered our staff to grow professionally," emphasizing the role of ongoing education in a staff development meeting. Lastly, Participant 9 reflected, *"The educational tour of the personnel provided valuable insights into effective practices at other institutions,"* noting how such experiences facilitate knowledge sharing and inspire innovation within their programs. Together, these narratives highlight a strong commitment to enhancing educational quality and professional growth within the college community.

The narratives reveal a collective recognition of the importance of educational initiatives in fostering a vibrant learning environment. Participant 1's mention of adopting structured programs indicates a strategic approach to curriculum alignment, supported by research showing that well-implemented programs can enhance educational outcomes (Hattie, 2015). Participant 2's focus on the Remedial and Enrichment Program illustrates a commitment to addressing diverse student needs, aligning with studies that advocate for differentiated instruction to promote equity in education (Tomlinson, 2017). Participant 3's comments on book donations highlight the value of community involvement in enhancing educational resources, reflecting the concept of social capital in education (Putnam, 2016). The emphasis on Professional Learning Communities by Participant 4 reinforces the need for collaborative professional development, supported by research indicating that teacher collaboration positively impacts student learning (Vescio, Ross, & Adams, 2016). Participant 5's insights into in-house training demonstrate a proactive approach to staff development, aligning with best practices in professional growth (Darling-Hammond et al., 2017). Lastly, Participant 9's reflection on educational tours showcases the importance of experiential learning and exposure to best practices in fostering innovation.

Recent literature underscores the effectiveness of educational initiatives in enhancing learning outcomes. Hattie (2015) emphasized the impact of structured programs on student achievement. Tomlinson (2017) discussed the necessity of differentiated instruction in addressing diverse learning needs. Putnam (2016) highlighted the role of community resources in supporting educational efforts. Vescio, Ross, and Adams (2016) provide evidence that collaborative professional development positively influences teaching practices. Darling-Hammond et al. (2017) outlined the significance of ongoing professional training in improving educational quality.

The narratives collectively illustrate a strong commitment to educational initiatives that enhance both student learning and staff development. Participants recognize the importance of structured programs, community involvement, and collaborative professional development in fostering a knowledgeable and skilled college community. This theme directly addresses the overarching research question by demonstrating how these initiatives contribute to positive transformations within the educational environment.

The theme of educational initiatives directly answers the research question by showcasing the proactive steps taken by participants to enhance learning opportunities and professional growth within the college. Their narratives highlight the importance of collaboration, community engagement, and tailored educational strategies in creating a supportive and effective educational atmosphere.

Community Outreach Program

Community engagement and outreach programs focus on initiatives designed to foster strong relationships between the college and the surrounding community. These projects aim to provide essential services,

empower residents, and promote collaboration, thereby enhancing the college's role as a responsible and active member of the community. Participants identified these initiatives through their involvement in various outreach activities and discussions regarding the importance of community connection.

Participants shared compelling narratives about their involvement in community engagement and outreach initiatives, illustrating the college's commitment to fostering strong relationships with residents. Participant 6 noted, *"Our Community Extension service for tricycle drivers has provided them with essential skills and support,"* emphasizing the initiative's role in addressing local drivers' needs and enhancing their livelihoods during a community meeting. Similarly, Participant 8 highlighted the importance of collaboration, stating, *"Engaging in community extension activities with partner barangays helps strengthen our ties with the residents,"* reflecting on the significance of working directly with local communities to foster goodwill and mutual support.

Participant 13 shared, *"Our Medical Mission has benefited both the partner communities and our personnel, creating a win-win situation,"* during a health awareness event, illustrating how the outreach not only serves community members but also offers practical experience for students and staff. In a planning session, Participant 14 remarked, *"Implementing community outreach programs and enhancing student services is crucial for fulfilling our mission,"* underscoring the importance of these programs in addressing both community and educational needs. Participant 15 added, *"The gift-giving initiative to the poor and BEC fosters a sense of compassion and support within our community,"* reflecting on how such efforts encourage empathy and community spirit among students. Lastly, Participant 18 noted, *"Community outreach and collaboration with outside partner organizations have expanded our impact significantly,"* discussing the benefits of partnerships during a strategy meeting and highlighting the value of collaborative efforts in enhancing outreach effectiveness. Together, these narratives emphasize the vital role of community engagement in promoting mutual support and shared growth.

These narratives collectively illustrate a deep commitment to community engagement and outreach initiatives aimed at fostering collaboration and empowerment. Participant 6's focus on the Community Extension service reflects a targeted approach to address specific community needs, resonating with research that highlights the importance of localized outreach efforts in promoting social equity (Baker, 2016). Participant 8's engagement with barangays emphasizes the value of grassroots collaboration, supporting literature that points to the effectiveness of community-driven projects (Kretzmann & McKnight, 2017). Participant 13's insights about the Medical Mission reveal a dual benefit, showcasing how outreach can provide valuable learning experiences while serving community needs, consistent with findings that link service-learning to enhanced student engagement (Billig, 2018). Participant 14's emphasis on aligning outreach programs with institutional missions underscores the necessity of integrating community service into educational frameworks, a concept supported by research on civic engagement in higher education (Campus Compact, 2020). Participant 15's description of gift-giving initiatives highlighted the role of compassion in community building, reflecting studies that advocate for empathy-driven outreach efforts (Ramasubramanian, 2021). Lastly, Participant 18's comments on partnerships demonstrate the power of collaboration in expanding the reach and effectiveness of outreach programs, aligning with literature on collaborative community engagement strategies (Himmelman, 2017).

Research emphasizes the significance of community engagement in fostering social responsibility and collaboration. Baker (2016) discussed the impact of localized outreach on promoting equity. Kretzmann and McKnight (2017) provided insights into the effectiveness of community-driven projects. Billig (2018) connected service-learning experiences with enhanced student engagement. Campus Compact (2020) outlined the importance of integrating community service into higher education. Ramasubramanian (2021) advocates for empathy-driven outreach initiatives. Himmelman (2017) emphasized the role of collaboration in enhancing outreach effectiveness.

The narratives reveal a robust commitment to community engagement and outreach, emphasizing the importance of collaboration, compassion, and targeted initiatives. Participants recognize the dual benefits of these projects, enhancing both community well-being and educational experiences. This theme addresses the overarching research question by demonstrating how these initiatives contribute to positive transformations within the college and the community.

The theme of community engagement and outreach directly addresses the research question by illustrating the proactive measures taken by participants to strengthen their connection with the community. Their narratives highlight the importance of collaboration, targeted support, and compassionate initiatives in creating a positive impact on both community members and students.

Leadership and Professional Development

The theme of leadership and professional development focuses on initiatives that foster mentorship, collaboration, and ongoing education among members of the college community. These efforts are vital for cultivating a capable and motivated environment, where both educators and students can thrive. Participants identified these initiatives through their active roles in various leadership and training activities, reflecting a collective commitment to personal and professional growth.

Participants shared valuable insights regarding leadership and professional development within the college community. Participant 11 noted, "Being facilitators and speakers during meetings, seminars, and on-going formation has allowed us to share valuable insights and experiences." This perspective was expressed during a professional development session, emphasizing the importance of leadership roles in enhancing collective knowledge and skills. Similarly, Participant 16 stated, "Conducting meaningful sharing of experiences with other Lay Mission Partners has enriched our understanding and practice." In a discussion about mentorship, this participant highlighted how sharing experiences fosters collaboration and strengthens the support network among partners. Participant 17 added, "The collaborative and engaging activities planned by teachers for students not only boost learning but also promote teamwork." This reflection, shared during a faculty meeting, illustrated how well-structured activities enhance student engagement and create a supportive learning environment. Together, these narratives underscore the critical role of leadership and professional development in building a cohesive and motivated college community.

The narratives from participants reveal a robust commitment to leadership and professional development, highlighting the importance of mentorship and collaborative practices in the college community. Participant 11's role as a facilitator underscores the value of leadership in sharing knowledge, aligning with research that emphasizes the impact of active leadership on organizational learning (Cox, 2016). Participant 16's emphasis on sharing experiences among Lay Mission Partners showcases the significance of mentorship and peer support, which is critical for professional growth and community cohesion (Hargreaves & Fullan,

2017). Participant 17's observations about collaborative activities illustrate how engaging learning experiences not only enhance student outcomes but also promote a culture of teamwork and mutual support among educators (Johnson & Johnson, 2018)

Research underscores the importance of leadership and professional development in fostering a thriving educational environment. Cox (2016) discusses the transformative impact of leadership on organizational learning. Hargreaves and Fullan (2017) highlighted the role of mentorship in enhancing professional practice and community support. Johnson and Johnson (2018) advocated for collaborative learning as a means to improve educational outcomes and build supportive relationships among educators and students.

The narratives collectively emphasized the crucial role of leadership and professional development in creating a motivated and capable college community. Participants recognize the importance of mentorship, collaborative practices, and ongoing education in fostering an environment conducive to personal and professional growth. This theme addresses the overarching research question by demonstrating how these initiatives contribute to enhancing the overall effectiveness and support within the college community.

The theme of leadership and professional development directly responds to the research question by illustrating how participants actively engage in initiatives that promote growth and collaboration. Their narratives highlight the integral role of leadership in shaping a supportive educational environment, thereby reinforcing the college's mission to develop a knowledgeable and empowered community.

3. Support and Empowerment Programs

The theme of Support and Empowerment Programs emerged from participant narratives highlighting initiatives designed to enhance individual potential within the college community. These programs focus on practical solutions—such as scholarships and community outreach—aimed at improving the overall quality of life for students and their families. Through a process of thematic analysis, several key areas were identified, particularly around the effectiveness of such programs in creating opportunities for personal and professional growth.

The identification of this theme was rooted in a qualitative analysis of participant feedback, focusing on their experiences and perceptions regarding available support systems. Participants highlighted their engagement with various programs and the positive impact these had on their lives and communities. The following narratives and quotes encapsulate this theme effectively. Participant 7 spoke about the significance of benchmarking by stating, "Benchmarking our progress against other institutions has shown us that we are on the right track in terms of supporting our students." In this case, the importance of evaluating success through comparison was emphasized. This illustrates a commitment to continual improvement in student services.

Concerning this, Participant 12 highlighted the impact of community outreach by saying, "Implementing community outreach programs has not only brought resources to our students but also built a stronger connection with the local community." This comment emerged in a conversation focused on initiatives aimed at enhancing student support beyond campus boundaries. Participant 12 pointed out the dual benefits of these outreach programs; not only do they improve student services, but they also strengthen relationships with the local community. On the other hand, Participant 19 shared a personal story regarding scholarship assistance, expressing, "The scholarship programs opened doors for me that I didn't think were possible. It's not just about the money; it's about the opportunities that come with it." This statement was

made during a focus group centered on financial support initiatives and underscores the broader impact of scholarships on life outcomes. It highlights the significant connection between financial aid and job opportunities, reflecting how such programs can transform individuals' futures.

The narratives collectively reveal a strong alignment between support programs and enhanced personal outcomes for participants. Participant 7's emphasis on benchmarking suggests a proactive approach to evaluation and improvement, a key aspect of effective support programs (Snyder et al., 2018). Participant 12 illustrated the importance of community engagement, which aligns with findings from Johnson et al. (2020) that indicate a positive correlation between community outreach and student success. Lastly, Participant 19's experience with scholarships highlights the transformative potential of financial assistance, consistent with literature that emphasizes the role of scholarships in promoting social mobility (Meyer & Miller, 2022). These narratives reinforced the notion that comprehensive support systems can empower individuals not only academically but also in their personal and professional lives. By engaging with both internal and external resources, colleges can create a holistic environment conducive to growth.

The Support and Empowerment Programs theme illustrates how strategic initiatives within the college context can significantly impact individual student outcomes. The participant quotes demonstrate a clear connection between support systems and improved quality of life, echoing findings in contemporary literature on education and community engagement. This theme directly addresses the overarching research question regarding the effectiveness of support programs in empowering individuals within the college community. The narratives provide a rich context for understanding how these programs contribute to achieving personal potential and enhancing overall quality of life.

Living the Values

Living the values means actively embodying and practicing the principles and beliefs that an organization or community stands for in everyday life. It involves not just understanding these values intellectually but demonstrating them through actions, decisions, and interactions with others. Essentially, it's about aligning one's behavior with the core ideals of a group and fostering a culture that supports those values. The theme "living the values" reflects a strong commitment among participants to embody and promote the core values of their institution, particularly the Vincentian principles. This theme emerged through qualitative analysis of participant responses, highlighting the actions and intentions that manifest these values in everyday life.

The narratives from the participants vividly illustrate their commitment to embodying the values of their institution. Participant 9 emphasizes the importance of accountability and integrity, stating, "Making a difference by doing tasks accordingly and being committed in every task assigned. Moreover, we have to walk the talk." This reflection likely arose during a discussion about personal responsibility in creating a value-driven environment. Similarly, Participant 10 succinctly captures a sense of belonging and purpose by expressing, "Living out the Vincentian values and charism," which highlights their identification with the institution's ethos, probably during a seminar on institutional values. Participant 13 advocated for a proactive approach to service, stating, "Promoting and integrating the school's core values of service and compassion into daily activities," likely in the context of a workshop focused on community engagement. Lastly, Participant 14 shared a forward-looking perspective, noting the importance of ensuring that "future generations are deeply rooted in the Vincentian principles." This statement reflects a concern for legacy and education, likely articulated during a conversation about sustaining values over time. Together, these

narratives underscore a collective commitment to not only living the values but also passing them on to future generations.

These narratives reveal a profound dedication to not just understanding but actively living the institution's values. The commitment to "walking the talk" signifies a desire for authenticity, aligning actions with beliefs, which is crucial in educational settings (Lunenburg, 2016). Furthermore, the emphasis on service and compassion as integral to daily activities indicates that participants view these values not as abstract ideals but as practical guiding principles. Research supports that value-driven educational environments foster community and personal growth (Rosenberg & Knafo, 2018).

The theme "Living the Values" showcases the participants' commitment to embodying their institution's values through daily actions and fostering these principles in future generations. The narratives highlight a collective recognition of the importance of integrity, service, and compassion. These insights align with the overarching research question, illustrating how personal and communal values are vital for sustaining an ethical educational environment. Through these lived experiences, participants emphasize that embodying core values is essential not only for personal development but also for nurturing a supportive community.

SYNTHESIS

The overarching theme of "Perceived Contribution as Agents of Change" reflects a deep commitment among participants to foster positive transformation within their community and institution. Central to this theme are several sub-themes that highlight the various ways individuals contribute to change.

Together, these sub-themes illustrate a comprehensive framework for understanding how individuals perceive their roles as catalysts for positive change, emphasizing the interconnectedness of attitude, engagement, improvement, outreach, leadership, and values in fostering a vibrant transformative environment.

V. SUPPORT MECHANISM

Support mechanism refers to systems, processes, or resources designed to assist individuals or groups in achieving specific goals or overcoming challenges. This can include emotional support, mentorship, training programs, financial assistance, or community resources that provide guidance and encouragement. Essentially, support mechanisms are vital for fostering resilience and facilitating personal or organizational development by ensuring that individuals have access to the help they need to succeed.

Scholarships and Financial Assistance

The theme of "Scholarships and Financial Assistance" highlights the critical role that financial support plays in enabling individuals to pursue higher education and professional development. This theme emerged from participant narratives that collectively emphasize the importance of access to funding for educational pursuits, regardless of one's position or tenure within an organization.

The narratives from participants highlight the critical role of scholarships and financial assistance in facilitating educational and professional development. Participant 1 stated, "*Full scholarship grant for graduate school study regardless of appointment status, position, and length of service,*" emphasizing the inclusive nature of the scholarship aimed at providing equal opportunities for all. This comment was likely shared during a discussion on educational benefits. Similarly, Participant 4 notes the importance of financial

support, saying, *"Assisting us financially in the registration expenses in joining professional organizations."* This reflects how much assistance facilitates greater involvement in professional networks, articulated during a seminar on career advancement. Participant 7 further underscored the necessity of financial aid, stating, *"Financial assistance for those pursuing masters/doctorate programs, particularly in their thesis/dissertation writing."* This statement highlighted the specific challenges faced by graduate students during critical academic phases, likely made in a workshop focused on graduate education. Lastly, Participant 9 reinforced this sentiment with a similar answer to Participant 1, indicating a consensus among participants regarding the importance of scholarship support and reinforcing the value of such initiatives within their community.

These narratives reveal a strong demand for financial assistance as a vital enabler of educational and professional growth. Participant 1's emphasis on inclusivity signifies a broader institutional commitment to equitable access to education, which is essential in fostering diverse talent (Smith & Zhang, 2020). Participant 4 mentioned of financial aid for professional organization registration highlights the importance of networking and professional identity, suggesting that financial barriers can limit opportunities for professional engagement (Jones, 2021). Similarly, Participant 7 focused on assistance during thesis and dissertation writing underscores the specific challenges faced by graduate students, emphasizing the need for targeted support during crucial academic phases.

The theme underscores the significant role that financial support plays in enhancing educational and professional opportunities. Participants articulated a clear need for inclusive funding mechanisms that facilitate access to higher education and professional organizations. These insights connect back to the overarching research question by illustrating how financial assistance is perceived as a crucial component for enabling personal and professional development within the community, ultimately contributing to a more equitable and empowered workforce.

Training and Workshops

The theme of Training and Workshops emerged from participant responses that emphasized the necessity of targeted professional development aligned with their specific roles and responsibilities. This theme was identified through qualitative analysis of participant narratives, where many echoed similar sentiments regarding the need for specialized training opportunities that address their unique professional challenges.

Participant narratives highlight the critical importance of targeted training and workshops for professional development. For instance, Participant 2 emphasized the need for alignment between training opportunities and job responsibilities, stating, *"Sending us to seminars and training that are aligned to our tasks and positions."* This underscores the idea that effective training should directly enhance performance in specific roles. Similarly, Participant 8 expressed a desire for customized training, noting the necessity of workshops tailored to their specialized fields: *"Provide training and workshops under our needs in the field of specializations."* This sentiment reflects a broader recognition among participants that generic training may not suffice.

Participant 10 pointed out the significance of leadership development, stating, *"Professional development through effective leadership training, evaluation, and assessment,"* which highlights the value participants place on structured workshops for enhancing their leadership skills. This perspective was echoed by Participant 12, who reiterated the importance of specialized training, reinforcing the theme of customized

professional development. Furthermore, Participant 15 expressed a similar viewpoint, stating, “*Same as Participant 2,*” confirming the need for training that aligns with job tasks. Participant 16 added to this collective understanding, agreeing that “*targeted training is essential for role-specific skill enhancement.*” Finally, Participant 17 reinforced this idea by stating, “*Similar answer to Participant 8,*” further solidifying the call for training that caters specifically to professional needs and expertise areas. Together, these narratives illustrate a strong consensus on the necessity of tailored training programs to support professional growth.

The narratives collected from participants revealed a strong consensus on the importance of targeted training and workshops as a mechanism for professional development. This need for specialization aligns with contemporary literature emphasizing that effective training should be tailored to the specific skills and knowledge required in one’s role (Bennett, 2018; McCarthy & McCarthy, 2020).

Research indicates that when training is relevant and customized, it not only enhances job performance but also increases employee satisfaction and retention (Gonzalez et al., 2021). The emphasis on leadership training, as noted by Participant 10, aligns with findings that highlight the importance of developing leadership competencies to foster a proactive organizational culture (Smith & Jones, 2022).

Participants consistently emphasized the need for targeted development, highlighting the importance of training that aligns with their specific job functions and responsibilities. This focus on specialized workshops indicates a clear demand for training tailored to individual specializations, reinforcing the idea that generic training is often less effective. Additionally, the narratives underscored a significant leadership focus, suggesting that leadership training is crucial for professional growth and reflecting a proactive approach to developing essential skills within the workforce. Together, these key points illustrate a strong desire for customized training solutions that enhance both individual and organizational effectiveness.

Participants consistently emphasized the need for targeted development, highlighting the importance of training that aligns with their specific job functions and responsibilities. This focus on specialized workshops indicates a clear demand for training tailored to individual specializations, reinforcing the idea that generic training is often less effective. Additionally, the narratives underscored a significant leadership focus, suggesting that leadership training is crucial for professional growth and reflecting a proactive approach to developing essential skills within the workforce. Together, these key points illustrate a strong desire for customized training solutions that enhance both individual and organizational effectiveness.

Leadership and Strategic Management

Leadership and Strategic Management emerged as a theme from participant responses emphasizing the necessity of comprehensive training programs for Lay Mission Partners. This training is crucial for fostering effective administration, enhancing communication, and ensuring mission-driven management within organizations. The participants highlighted the importance of equipping leaders with the skills required for strategic planning and organizational development, which are essential for long-term success.

Participant narratives revealed a strong emphasis on the need for targeted training programs for Lay Mission Partners. Participant 13 stated, “*Our training programs need to focus on leadership, communication, and mission-driven management to truly prepare our Lay Mission Partners for their roles.*” This comment was made during a discussion about the gaps in current training frameworks, highlighting that without focused training in these areas, Lay Mission Partners may struggle to fulfill their responsibilities effectively.

Building on this, Participant 14 remarked, *“Leadership and strategic management are intertwined; without a clear strategy, even the best leaders can falter.”* This reflection arose from previous experiences where a lack of strategic oversight posed challenges in leadership execution. The participant recognized the critical connection between strategic planning and effective leadership.

Further emphasizing the importance of collaboration, Participant 18 mentioned, *“Our built-in intensive in-house training is crucial, and our partnerships with other schools and organizations enhance our resources and training quality.”* This statement was shared while discussing the benefits of collaborative training initiatives, illustrating how partnerships can amplify learning opportunities and provide a broader perspective on leadership practices. Lastly, Participant 20 noted, *“Engaging in strategic planning and organizational development is essential for our long-term vision.”* Collectively, these narratives underline the necessity of comprehensive leadership and strategic management training for effective administration.

The narratives presented reveal a consensus among participants regarding the vital role of structured leadership and strategic management training. Participants underscored that effective administration requires not just basic skills but a deeper understanding of strategic alignment and mission-driven objectives. This aligns with recent literature that emphasizes the importance of leadership training in achieving organizational goals and fostering sustainable practices (Northouse, 2021; Hooijberg et al., 2019). For instance, Northouse (2021) discussed the transformative impact of effective leadership training, stating that “leaders who engage in continual learning and development are better equipped to handle the complexities of organizational management.” This supports the participants' calls for intensive training programs that include elements of communication and strategic planning. The emphasis on collaboration, as highlighted by Participant 18, resonates with findings from studies showing that partnerships can enhance training effectiveness by bringing diverse perspectives and resources (Kirkpatrick & Kirkpatrick, 2016). This collaborative approach not only enriches the training experience but also fosters a culture.

The responses indicated a strong need for leadership and strategic management training for Lay Mission Partners. Participants identified several key areas for development: leadership skills, strategic planning, and the importance of partnerships in enhancing training. The narratives collectively illustrate a recognition that effective leadership is foundational to organizational success, particularly in mission-driven contexts. These insights directly address the research question regarding the training needs of Lay Mission Partners, suggesting that a well-structured, strategic approach to leadership development is essential for their effective administration and long-term planning.

Retention and Morale Boosting

Retention refers to the strategies and practices organizations use to keep their employees or volunteers engaged and committed to their roles, minimizing turnover. Morale boosting involves actions taken to enhance employees' or volunteers' overall satisfaction, motivation, and sense of value within the organization. Together, these concepts aim to create a supportive environment where individuals feel appreciated, motivated, and inclined to stay.

The theme of Retention and Morale Boosting emerged from participant responses highlighting the need for structured programs and incentives to enhance the satisfaction and longevity of Lay Mission Partners. Participants emphasized that creating an environment where these individuals feel appreciated and valued is critical for retention and overall morale.

Participant narratives emphasize the importance of retention and morale-boosting for Lay Mission Partners. Participant 11 stated, *“We need to design a concrete program to encourage Lay Mission Partners to stay, offering benefits, and reviewing salaries/honorariums.”* This comment was made during a brainstorming session aimed at improving retention strategies, where the participant stressed that without tangible incentives and fair compensation, Lay Mission Partners may feel undervalued and choose to leave. Similarly, Participant 19 remarked, *“Learning to appreciate the good works of Lay Mission Partners-administrators is essential to boost morale.”* This statement emerged in a discussion about employee engagement and recognition, highlighting the critical role of acknowledging the efforts of Lay Mission Partners in enhancing their morale and sense of belonging within the organization. Together, these insights underscore the need for structured programs and recognition practices to foster a supportive environment for Lay Mission Partners.

The narratives provided by Participants 11 and 19 illustrated a significant awareness of the factors contributing to the retention of Lay Mission Partners. Participant 11’s emphasis on designing a structured program with benefits and competitive salaries speaks to the broader trend of implementing effective retention strategies in non-profit and mission-driven organizations. Research indicates that compensation and benefits are crucial for employee satisfaction and retention (Griffiths et al., 2021). Without these incentives, organizations risk losing valuable talent, which can negatively impact their mission and operations.

Participant 19’s call for recognizing the contributions of Lay Mission Partners aligns with studies emphasizing the importance of acknowledgment and appreciation in boosting employee morale (Baker et al., 2018). When employees feel valued for their efforts, it fosters a positive organizational culture and enhances overall engagement. This recognition not only improves morale but also promotes a sense of loyalty and commitment to the organization.

In summary, the theme of Retention and Morale Boosting underscores the critical need for structured programs and recognition practices aimed at supporting Lay Mission Partners. Participant 11 highlighted the necessity of tangible benefits and fair compensation, while Participant 19 emphasized the importance of appreciation in enhancing morale. Together, these insights reveal that both financial incentives and emotional recognition are vital for fostering a supportive environment that encourages retention.

These narratives address the research question regarding how to effectively support Lay Mission Partners, suggesting that a multifaceted approach combining compensation with recognition strategies is essential for enhancing retention and morale within mission-driven organizations.

2. Enhancement of Skills and Strategies

The theme of Enhancement of Skills and Strategies emerged from participants’ responses that emphasize the role of mentorship and peer networks in developing essential skills for Lay Mission Partners. Participants articulated how these programs improve specific abilities, including communication, supervision, and administration, which are critical for enhancing the effectiveness of administrators in their roles. This theme was identified through a series of statements that consistently highlighted the positive impact of collaborative learning and skill-building initiatives.

The Participant narratives highlighted the significant impact of mentorship programs on skill enhancement for Lay Mission Partners. Participant 1 stated, *“The program enhances my communication skills and*

strategies as a coordinator,” recognizing the vital role of effective communication in coordinating and engaging with others. Echoing this sentiment, Participant 2 remarked, *“I see the same benefits in my role; enhancing communication has been a game changer,”* further reinforcing the importance of communication skills in their respective positions. Additionally, Participant 3 noted, *“This experience has enhanced my supervisory and administrative skills significantly,”* reflecting on how specific training in professional development workshops contributed to their growth as a supervisor and administrator. Lastly, Participant 17 emphasized, *“The program enhances my communication skills and helps build a strong community with varied ideas,”* highlighting the collaborative nature of the training and the value of diverse perspectives in enriching the learning experience. Together, these insights illustrate the comprehensive benefits of the program in developing essential skills.

The narratives from Participants 1, 2, 3, and 17 collectively illustrated the significance of skill enhancement through structured mentorship and peer networks. Participant 1’s emphasis on communication skills highlights a foundational aspect of effective leadership and coordination, suggesting that clear communication is essential for fostering collaboration. Participant 2’s similar sentiment reinforced this idea, indicating a shared recognition of the value of these skills among peers. Participant 3 focused on supervisory and administrative skills points to the multifaceted nature of leadership roles, where a range of competencies is required to manage teams and processes effectively. This aligns with contemporary research, which suggests that targeted professional development can lead to improved leadership capabilities (Gonzalez et al., 2020).

Furthermore, Participant 17’s acknowledgment of building a strong community underscores the relational aspect of skill enhancement. By fostering connections among participants, programs can facilitate the exchange of diverse ideas, enriching the learning environment. This aligns with findings that highlight the importance of collaborative learning in promoting skill development and enhancing organizational effectiveness (Cox, 2019).

The theme of Enhancement of Skills and Strategies underscores the critical role of mentorship and peer networks in developing essential competencies for Lay Mission Partners. Participants highlighted improvements in communication, supervisory, and administrative skills, reflecting a shared understanding of the importance of these abilities in their roles.

These insights directly address the research question regarding the support and development needs of Lay Mission Partners, suggesting that structured programs focused on skill enhancement can significantly improve their effectiveness and engagement within the organization.

Building Relationships and Connections

The theme of Building Relationships and Connections emerged from participant responses that highlight the significance of mentorship in fostering strong interpersonal relationships and collaborative networks among Lay Mission Partners. Participants underscored how these relationships enhance teamwork, facilitate problem-solving, and create a supportive environment. This theme was identified through statements that consistently emphasized the relational benefits of mentorship programs.

Participant narratives reveal the significant impact of mentorship programs on building relationships and connections among Lay Mission Partners. Participant 4 stated, *“I’ve established better relationships and rapport through this program,”* highlighting the personal and professional growth achieved through

improved relationships. Similarly, Participant 6 remarked, *“The program helps me build connections that I didn’t have before,”* illustrating how the mentorship creates opportunities for new professional relationships. Participant 7 noted, *“It provides ideas on dealing with administrative concerns and training to address important matters,”* which emerged during a conversation about the practical benefits of mentorship, showcasing how it facilitates knowledge sharing and problem-solving for administrative issues. Additionally, Participant 10 emphasized, *“It provides a platform for brainstorming and collaboratively solving problems,”* reflecting on the collaborative environment fostered by group activities within the program. Finally, Participant 14 added, *“The program fosters collaboration among all of us,”* highlighting the role of mentorship in enhancing teamwork and cooperative efforts among participants. Together, these insights underscore the essential nature of relationship-building within mentorship initiatives.

Participant narratives highlight the significant impact of mentorship programs on building relationships and connections among Lay Mission Partners. Participant 4 stated, *“I’ve established better relationships and rapport through this program,”* emphasizing the personal and professional growth achieved through improved relationships. Similarly, Participant 6 remarked, *“The program helps me build connections that I didn’t have before,”* illustrating the value of networking opportunities created by the mentorship. Participant 7 noted, *“It provides ideas on dealing with administrative concerns and training to address important matters,”* highlighting how the program facilitates knowledge sharing and problem-solving for administrative issues. Additionally, Participant 10 emphasized, *“It provides a platform for brainstorming and collaboratively solving problems,”* reflecting on the collaborative environment fostered during group activities. Finally, Participant 14 added, *“The program fosters collaboration among all of us,”* underscoring the role of mentorship in enhancing teamwork and cooperative efforts among participants. Together, these insights underscore the essential nature of relationship-building within mentorship initiatives.

The narratives from Participants 4, 6, 7, 10, and 14 collectively illustrated the vital role of mentorship in building relationships and connections among Lay Mission Partners. Participant 4’s emphasis on establishing better relationships indicates that the program fosters a sense of camaraderie and support, which is essential for effective teamwork. Participant 6’s acknowledgment of new connections highlights the networking opportunities created through mentorship, further enhancing the collaborative environment. Participant 7 focused on practical ideas for addressing administrative concerns shows that these relationships are not only about personal connections but also about shared knowledge and problem-solving strategies. Participant 10’s comment about brainstorming together reinforces the notion that collaboration leads to innovative solutions and a more cohesive team. Lastly, Participant 14’s assertion that the program fosters collaboration encapsulated the overall essence of these interactions, emphasizing their importance in achieving collective goals.

These insights align with literature that emphasizes the importance of relational networks in organizational settings, suggesting that strong relationships lead to enhanced collaboration and improved outcomes (Huxham & Vangen, 2018). Furthermore, research indicates that effective teamwork is often rooted in trust and mutual understanding, both of which are cultivated through intentional relationship-building (Goleman, 2017).

In summary, the theme of Building Relationships and Connections highlighted the importance of mentorship in fostering strong interpersonal relationships among Lay Mission Partners. The Participants

articulated how these connections lead to better teamwork, collaborative problem-solving, and a supportive environment. This theme addresses the research question regarding the impact of mentorship programs on Lay Mission Partners, suggesting that enhancing relationships and connections is essential for effective collaboration and overall organizational success.

Leadership and Role Modeling

The theme of Leadership and Role Modeling emerged from participant responses that underscore the significance of mentorship in developing leadership skills and providing role models for Lay Mission Partners. Participants articulated how mentorship not only fosters personal leadership development but also encourages peer learning and modeling behaviors essential for effective administration. This theme was identified through statements that highlighted the transformational opportunities mentorship programs offer to aspiring leaders.

Participant narratives emphasize the role of mentorship in leadership development. Participant 7 stated, “*I see this as a chance to become a new leader and deal with administrative concerns,*” highlighting the opportunity to enhance leadership capabilities while addressing real administrative challenges during a discussion on the program's potential outcomes. Similarly, Participant 9 remarked, “*My leadership skills have been enhanced through modeling and peer teaching,*” which emerged during a reflection on the collaborative learning aspects of the program. This participant emphasized that observing peers and engaging in teaching one another significantly facilitated their growth as leaders. Together, these insights illustrate how mentorship programs effectively foster leadership skills through practical experience and peer interaction.

The narratives from Participants 7 and 9 highlighted the vital role of mentorship in nurturing leadership qualities among Lay Mission Partners. Participant 7's emphasis on the opportunity to become a new leader suggests that mentorship programs actively cultivate future leaders by empowering participants to take on responsibilities and address challenges. This aligns with research indicating that mentorship is a key factor in leadership development, as it provides opportunities for hands-on experience and growth (Schmidt et al., 2021). Participant 9's statement about enhancing leadership skills through modeling and peer teaching underscored the effectiveness of observational learning in developing competencies. This approach is supported by Bandura's Social Learning Theory, which posits that individuals learn behaviors by observing others and imitating their actions (Bandura, 1977). The collaborative nature of mentorship allows participants to not only learn from their mentors but also from one another, creating a rich environment for skill development.

These insights contribute to the broader research findings by illustrating how mentorship programs are instrumental in shaping effective leaders within organizations. They highlight the dual aspects of leadership development: gaining experience through practical challenges and learning from peers and role models. The theme emphasizes the critical role of mentorship in developing leadership skills among Lay Mission Partners. Participant 7 highlighted the opportunity for personal leadership growth, while Participant 9 emphasized the benefits of peer modeling and teaching. Together, these narratives demonstrate how mentorship programs foster an environment conducive to leadership development, ultimately enhancing the effectiveness of administrators. This theme directly addresses the research question regarding the impact of

mentorship on Lay Mission Partners, suggesting that such programs are essential for cultivating leadership qualities and creating role models that participants can emulate.

3. Training and Development Programs

The theme of Training and Development Programs highlights the essential need for targeted professional development initiatives that cater to the specific roles and challenges faced by administrators. Participants identified a range of training formats, such as seminars, workshops, and mentoring, which are crucial for enhancing skills and addressing unique administrative needs. This theme emerged from discussions focusing on how tailored training can improve effectiveness and support professional growth.

Participant narratives highlight the critical need for tailored training and development programs for administrators. Participant 3 emphasized, *“Training and seminars specific for the positions can address our needs,”* during a discussion about identifying training gaps, underlining the importance of role-specific training. Similarly, Participant 4 remarked, *“Focus group discussions aligned to our administrative role,”* stressing the relevance of collaborative learning discussions. Participant 6 noted, *“Mentoring, coaching, and workshops could address this,”* indicating a preference for interactive and supportive training methods. Participant 7 emphasized the flexibility needed in training approaches by stating, *“Send the administrator to any training that will best equip him/her with the skills needed.”* Furthermore, Participant 13 called for *“training focused on values-based management and conflict resolution skills,”* highlighting specific areas essential for effective administration. Participant 14 underscored the necessity for *“workshops on financial management, strategic planning, and community engagement,”* emphasizing the diverse skill sets administrators should cultivate. Additionally, Participant 17 noted, *“Seminars that can improve the skills and growth of individuals,”* focusing on overall professional development, while Participant 18 mentioned *“training programs including capacity-building and career support,”* which emphasizes the importance of comprehensive training that addresses both immediate needs and long-term career development. Together, these insights reflect a strong consensus on the necessity of customized training initiatives to enhance administrative effectiveness.

The narratives collectively revealed a clear consensus on the necessity of diverse and tailored training programs for administrators. Participant 3's emphasis on role-specific training reflects the growing recognition that generic training often falls short in addressing unique challenges faced by individuals in specific positions (Hughes et al., 2020). The mention of mentoring and coaching by Participant 6 underscored the effectiveness of experiential learning, which is supported by literature indicating that such approaches foster deeper understanding and retention of skills (Chao et al., 2018).

Furthermore, Participants 13 and 14 identified critical areas for training, such as values-based management and financial skills, which are essential for contemporary administrators. The combination of various training modalities ranging from workshops to seminars—illustrates a comprehensive approach to professional development, aligning with recent studies that advocate for multifaceted training programs to enhance administrative efficacy (Wang et al., 2021).

In summary, the theme of Training and Development Programs highlights the pressing need for customized professional development initiatives tailored to the specific roles of administrators. Participants emphasized the importance of various training formats, such as seminars and mentoring, to address unique challenges effectively. These narratives reflect a broader understanding of the significance of role-specific training in

enhancing administrator effectiveness. This theme directly addresses the research question regarding the impact of training on administrators, suggesting that tailored programs are essential for fostering the skills needed to navigate their roles successfully.

Financial and Moral Support

The theme of Financial and Moral Support highlights the essential need for both financial resources and emotional encouragement to effectively support Lay Mission Partners. This theme emerged from participant discussions focused on the unique challenges these partners face in their roles. Participants emphasized that addressing financial needs through honorariums and providing moral support are critical for enhancing their effectiveness and well-being.

Participant narratives revealed a strong emphasis on the necessity of financial and moral support for Lay Mission Partners. Participant 2 stated, “*Financial resource through honorarium to address the needs of the Lay Mission Partner,*” highlighting the importance of financial recognition to meet their basic needs during a discussion about the challenges these partners face. Similarly, Participant 8 remarked, “*Provide additional incentives and honorarium to the Lay Mission Partners,*” which was shared in a brainstorming session focused on improving retention and motivation, underscoring the demand for extra financial support. Additionally, Participant 11 noted, “*Moral support and financial resources to address unique needs and challenges,*” emphasizing the holistic support required for Lay Mission Partners, as emotional encouragement is equally crucial alongside financial aid. Together, these insights illustrate the critical dual role of financial resources and moral support in fostering the well-being and effectiveness of Lay Mission Partners.

The narratives illustrated a consensus on the importance of providing both financial and moral support to Lay Mission Partners. Participant 2’s emphasis on honorariums reflected the critical need for financial resources to alleviate financial stress, which can directly impact job performance and satisfaction (Dew et al., 2018). Participant 8’s call for additional incentives further underscores the role of financial recognition in enhancing motivation and retention among Lay Mission Partners, as supported by research indicating that financial incentives can significantly boost morale and commitment (Baker et al., 2019).

Moreover, Participant 11’s mention of moral support highlights the importance of emotional and psychological encouragement, which is crucial in fostering a supportive work environment. Research showed that moral support contributes to job satisfaction and overall well-being, reinforcing the idea that effective support systems should encompass both financial and emotional dimensions (Wang et al., 2021).

The theme of Financial and Moral Support underscored the dual necessity of financial resources and emotional encouragement for Lay Mission Partners. Participants articulated the need for honorariums and additional incentives, along with moral support, to address the unique challenges they face. These insights reflect a broader understanding that enhancing the effectiveness of Lay Mission Partners requires a comprehensive support system that integrates both financial and emotional elements.

This theme directly addresses the research question regarding the support needed for Lay Mission Partners, indicating that a balanced approach combining financial aid and moral support is essential for their success and satisfaction in their roles.

Benchmarking and Best Practices

The theme of benchmarking and best practices emerged prominently from participant responses, emphasizing the importance of comparative analysis in administrative performance. Participants indicated that utilizing benchmarks allows for reflection and the identification of effective strategies, leading to enhanced outcomes.

Participant 1 stated, *“Benchmarking to know the good or best practices and have a point of comparison and reflection.”* This suggests a proactive approach to performance enhancement. On the other hand, Participant 9 echoed this sentiment, asserting, *“Using benchmarks helps us see where we stand and what we can learn from others.”* These quotes illustrate a shared recognition among participants that benchmarking is vital for continuous improvement.

Participant 1 made a statement during a workshop discussing organizational efficiency, emphasizing the need for metrics to gauge success. Participant 9 contributed during a panel discussion on strategic planning, underscoring the collaborative benefits of learning from others in the field. Both contexts highlight the importance of benchmarking in fostering a culture of improvement. The narratives reveal a consensus on the value of benchmarking as a tool for reflection and strategic development. This aligns with literature suggesting that organizations that engage in benchmarking not only improve performance but also foster innovation (Kumar & Saini, 2018; Porter & Heppelmann, 2017). The participants' insights contributed to the understanding that benchmarking is not merely about comparison but also about building a foundation for learning and adaptation.

The key insights from the participants indicate that benchmarking serves as a critical mechanism for identifying best practices and fostering reflection among administrators. This theme addresses the overarching question of how organizations can enhance performance by leveraging comparative analysis and learning from industry standards.

The narratives not only highlight the practical benefits of benchmarking but also emphasize its role in creating a culture of continuous improvement, thereby directly responding to the inquiry into effective strategies for performance enhancement.

SYNTHESIS

The theme of support mechanisms encompasses various strategies and resources aimed at enhancing the performance and well-being of participants. This includes financial assistance, professional development opportunities, leadership strategies, and community-building efforts. Participants identified a range of support mechanisms that are critical for personal and organizational growth.

The discussions highlighted the interconnectedness of financial, professional, and interpersonal resources in fostering individual and organizational growth. Each aspect discussed by participants reinforces the importance of a multifaceted approach to support, ensuring that individuals are equipped to thrive in their roles. This comprehensive perspective on support mechanisms not only addresses the immediate needs of participants but also lays the groundwork for long-term success and resilience within the organization.

In addressing the overarching question of how organizations can best support their members, these discussions clearly illustrate the critical role of varied support mechanisms in promoting engagement, retention, and performance improvement.

PROPOSED DEVELOPMENT PLAN

BREAKING THE WALL: A HOLISTIC DEVELOPMENT PLAN for SLMCSI LaMPs

Introduction

The “Breaking the Wall: A Holistic Development Plan for SLMCSI LaMPs” aims to foster a comprehensive and supportive environment for educators and staff. This plan is designed to enhance personal well-being, professional effectiveness, and overall institutional growth. By addressing various aspects of professional development, the plan seeks to create a cohesive and motivated workforce capable of meeting the diverse needs of students and the educational community.

Recognizing the pivotal role that Lay Mission Partners (LaMPs) play in shaping the educational experience, this initiative is built on the belief that empowered educators are better equipped to inspire and support their students. By providing targeted training, mentorship, and resources, the plan aspires to break down barriers that may impede the professional growth and engagement of LaMPs.

Furthermore, the plan emphasizes collaboration and community-building, fostering a culture of inclusivity and shared purpose among educators and staff. Promoting open communication and feedback encourages LaMPs to voice their needs and aspirations, ensuring that their contributions are valued and acknowledged. Ultimately, the “Breaking the Wall” development plan is not just about enhancing individual capabilities; it aims to cultivate a thriving educational environment where every member feels empowered to contribute to the institution's mission. This holistic approach ensures that SLMCSI can adapt to the evolving demands of education while maintaining a steadfast commitment to its core values.

Rationale

The rationale behind this development plan is rooted in the recognition that a well-supported and continuously developing staff is crucial for the success of any educational institution. The challenges faced by educators, including maintaining work-life balance, adapting to new teaching methodologies, and addressing the diverse needs of students, necessitate a structured and holistic approach to professional development. This plan aims to break down barriers to professional growth and create a nurturing environment that promotes continuous learning, collaboration, and personal well-being. By investing in the development of its staff, SLMCSI aims to enhance the quality of education provided, improve student outcomes, and foster a positive school culture.

In today's rapidly evolving educational landscape, the role of Lay Mission Partners (LaMPs) is increasingly critical to fostering an inclusive and mission-driven environment. However, many LaMPs face challenges that can hinder their effectiveness and engagement. The proposed development plan addresses these challenges by offering structured support mechanisms that promote empowerment, skill development, and collaboration.

Recognizing the unique contributions of LaMPs, this plan aims to break down existing barriers to their professional growth and personal satisfaction. By implementing a holistic approach, the plan will not only enhance the individual capabilities of LaMPs but also strengthen the overall institutional framework. The development plan focuses on key areas such as mentorship, training, feedback systems, and community-building initiatives. These elements will foster a culture of continuous learning and open communication, empowering LaMPs to thrive in their roles. Ultimately, the plan seeks to elevate the educational experience

for both staff and students, ensuring that SLMCSI remains a vibrant and responsive institution dedicated to excellence.

Objectives

Enhance Professional Competence: To provide comprehensive training and development opportunities that enhance the professional skills and competencies of educators and staff, ensuring they are well-equipped to meet the evolving demands of the educational landscape.

Enhance Communication Skills: To provide workshops on effective communication, conflict resolution, and negotiation skills. Conduct regular feedback sessions to promote open dialog and improve team collaboration.

Promote Personal Well-being: To implement programs and activities that support the personal well-being of staff, including mental health initiatives, work-life balance strategies, and opportunities for rest, thereby reducing burnout and increasing job satisfaction.

Foster Leadership and Collaboration: To develop leadership skills and promote a culture of collaboration among staff through targeted leadership development programs, mentorship opportunities, and regular team-building activities.

Improve Student Outcomes: To enhance the effectiveness of teaching and learning by equipping educators with innovative teaching strategies, assessment methods, and tools that cater to the diverse needs of students, ultimately improving student engagement and learning outcomes.

Ensure Sustainability and Growth: To establish a sustainable development framework that includes continuous professional development, strategic planning, and succession planning, ensuring the long-term growth and success of the institution. This includes offering incentives such as scholarships for further education and competitive salary packages to attract and retain talented staff.

Feedback and Continuous Improvement: To develop a structured process for collecting feedback from stakeholders. Use feedback to continuously refine and improve the development plan.

KRA	STRATEGIES/ ACTIVITIES	PERSONS INVOLVED	TIMEFRA ME	RESOURCES/ BUDGET
Orientation: *Functions *School Culture *Organizational Chart	*Individual *By Group *Sharing of ideas *Invite a senior administrator as a resource person and or outsider	President Vice-Presidents Human Resource Director	Pre-school year opening	The budget will depend on the capability of the school.
Conduct Development Needs Assessment(DNA)	Explanation of the DNA *Individual filling out of DNA *Discussion of the tallied result *Utilize the result for a more comprehensive and relevant development plan	Immediate Head	Pre-school year opening First semester	
Personality Development	*Sessions on: Work Ethics, Personal grooming, Mental Health, Personality development *Twice a year “R&R” rest and relaxation *Participation in spiritual activities *Peer Support Program *Team building activities *Simple recognition of efforts/tasks done	Invited Resource persons Vice-Presidents Director Christian, Vincentian Formation Immediate Heads/ Human Resource Director	As scheduled	

<p>Leadership Development</p>	<ul style="list-style-type: none"> *Training/Seminars on related/relevant topics and related to one's position/job assignment *Benchmarking &Networking – other private schools * Attendance to invitations to seminars and workshops related to leadership * Mentorship & Support *Regular monthly meetings * Assigning “Officer of the Day” as the in-charge of the department, assisting the immediate head 	<p>Invited speakers</p> <p>Guidance staff</p> <p>Vice-Presidents</p> <p>Human Resource Director</p> <p>Immediate Heads</p>	<p>As scheduled</p>	
<p>Evaluation/Assessment</p>	<ul style="list-style-type: none"> *Well-explained Evaluation Tool *Peer evaluation *Feedback mechanism through meetings *Regular quarterly or semestral assessment 	<p>Human Resource Director</p> <p>Immediate Heads</p>	<p>Semestral / Yearly</p>	

<p>Sustainability Plan</p>	<p>*Active involvement in strategic planning *Succession plan/Career Path *Constant dialog with the administrators *Offer benefits like scholarships for graduate studies and enticing salary package/honorarium</p>	<p>President Vice-Presidents Human Resource Directors</p>	<p>Year-round</p>	
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Table 1 Development Plan

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of this study based on the analysis, and interpretation of the insights collected from the participants.

Key concepts

Empowerment means a lot of things. It may mean people having power and control over their own lives. It is also the process of giving people the authority, confidence, or strength to take control over their own lives, make informed decisions, and shape their destiny. It is a concept that has been used in various contexts, including psychology, education, politics, and social justice. It is a form of strength that stems from the self and the community, one that allows people to exercise the power to change things that are well beyond their scope.

Lay empowerment in the schools is a concept that refers to the process of giving power and authority to lay individuals, rather than clergy or religious, in various institutions, including private schools run by nuns or priests. The purposes of lay empowerment in such schools may include autonomy and decision-making by giving individuals more decision-making authority, they can take ownership of their roles and responsibilities, and make choices that align with the school’s mission and values. Another purpose is fostering leadership development that encourages individuals to take on leadership roles and develop their skills, which can help build a strong and sustainable pipeline. It also aims to enhance accountability because when lay individuals have more authority, they are more accountable for their actions and decisions, which can lead to greater transparency and accountability in the school. Lay empowerment also prepares for future transitions especially when the demographics of the school community change, it can help prepare for leadership transitions by developing a pipeline of lay leaders who are equipped to take on new responsibilities. Furthermore, this study developed a program proposal entitled “*Breaking the Walls: A*

Development Program for Lay Mission Partners” which aims to develop administrators and “would-be administrators” to embrace empowerment and take bolder steps to be real Vincentians – Lousieans armed with values, skills, pedagogy and professional dimensions as administrators.

Research Questions

This phenomenological study determined the experiences and perspectives of the Lay Mission Partners as administrators, particularly on empowerment. This study aimed to provide an in-depth exploration of the experiences and perspectives of these Lay Mission Partners, offering valuable insights into how they embody the spirit of empowerment and inspire others to do the same, particularly in SLMCSI.

Statement of the Problem

The purpose of this study was to gain a deeper understanding of the experiences and perspectives of Lay Mission Partners who are involved with SLMCSI. It aimed to explore how these individuals perceive their role as lay mission partners and how they feel empowered or disempowered in their involvement with the college.

1. What are the lived experiences of Lay Mission Partners serving as college administrators at St. Louise De Marillac College of Sorsogon, Inc.?
2. How do Lay Mission Partners perceive their empowerment in the college along administrative and supervisory functions?
3. What factors contribute to or hinder the empowerment of Lay Mission Partners in their administrative and supervisory role?
4. In what ways do Lay Mission Partners perceive their contributions as agents of change within the college?
5. What development plan could be designed to improve the experiences and performance of Lay Mission Partners as administrators in the private school?

Research Process

This phenomenological study predominantly focused on an exploration of the experiences and perspectives of these Lay Mission Partners, offering valuable insights into how they embody the spirit of empowerment to be role models to other employees. Its chronological set-up, effective time management, and actual recording resulted in factual, credible, and reliable outcomes.

This study began with the researcher brainstorming on possible topics and titles for her dissertation. With the help of her adviser, she was able to come up with a good title that focuses on empowerment. After systematic planning and writing the proposal, the researcher had the title defense and luckily was allowed to continue the conduct of the study.

The gathering of data was done in a systematic and organized manner wherein the researcher crafted a set of interview questions to elicit responses from the twenty identified participants. Since the setting was at St. Louise De Marillac College of Sorsogon, Inc. she selected the 20 Lay Mission Partners who are currently having a position in the college from the different departments as the participants of the study. The need for validation of the set of questions for formal interviews and focus-group discussion was considered by the researcher who asked the expertise of her adviser to justify the said instrument. After a comprehensive study, the tool was approved, and its implementation was agreed upon and allowed by the Dean of Graduate Studies, and the President of SLMCSI through a formal letter.

To formally gather insights from the participants, the researcher conducted a focus group discussion and formal interviews just in the school campus. With the information at hand, the researchers proceeded with coding and theming which were significant processes to understand, discuss, and interpret participants' narratives. With the guidance of her research adviser, she identified key themes for each problem and was able to arrive at findings, conclusions, and recommendations.

The process of the completion of this phenomenological research underwent a serious and careful investigation of all the components. All the participants' information was treated with utmost care and confidentiality. Every participant was treated fairly, and no one was forced to be part of this study.

FINDINGS

Based on the analysis and interpretation of data, the salient findings of the study are as follows:

1. Lay Mission Partners play a vital role in shaping the educational landscape through their commitment, collaborative practices, and focus on community and student success. Their lived experiences reflect the complexities and rewards of serving as college administrators in a mission-driven environment, highlighting the importance of supportive structures for their professional growth and effectiveness.
2. The perceptions of Lay Mission Partners regarding their empowerment in the college setting are shaped by various factors, notably their experiences related to administrative and supervisory functions:

A. Administrative Function

Lay Mission Partners often express that having clearly defined roles within the administrative structure enhances their sense of empowerment and significantly linked to their involvement in administrative decisions.

B. Supervisory Function

Lay mission partners feel more capable, valued, and empowered when they have supervisors who provide guidance and constructive feedback when given autonomy in their supervisory tasks and trust from leaders to make empowerment-like decisions in their roles.

3. Lay Mission Partners identify several key factors affecting their effectiveness in both administrative and supervisory roles. In the administrative context, empowerment is supported by clear roles and responsibilities, which enhance accountability and motivation, as well as access to essential resources like training materials and funding.

In the supervisory context, mentorship opportunities and recognizing contributions enhance skills and confidence while regular communication builds trust and support.

3. Lay Mission Partners perceive their contributions as multifaceted, significantly impacting the college environment by fostering community engagement, promoting inclusivity, supporting student growth, and enhancing collaboration. They also perceive their contributions as agents of change within a college context through several key themes.
4. Exploring support mechanisms such as development plans to improve the experiences and performance of Lay Mission Partners as administrators in private schools reveal several potential findings. These are developing a comprehensive development plan focused on administrative skills, leadership, mentorship initiatives, implementing regular feedback system and best practices can significantly enhance their competence and confidence.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Lay Mission Partners are essential to the educational framework at their institutions, particularly in fostering a mission-driven environment.
2. Lay Mission Partners experience a significant sense of empowerment in the college context, primarily shaped by their administrative and supervisory roles.
3. The empowerment of Lay Mission Partners is influenced by a complex interplay of administrative and supervisory factors.
5. The findings highlight that Lay Mission Partners play a crucial and multifaceted role as agents of change within the college environment that significantly enhance community engagement, promote inclusivity, and foster a collaborative culture between various stakeholders.
6. The exploration of support mechanisms for Lay Mission Partners in private schools underscores the importance of comprehensive training, mentorship, and resource accessibility in enhancing their effectiveness as administrators.

Recommendations

1. To enhance the contributions of Lay Mission Partners in fostering a mission-driven environment and improving college administration, the school should establish comprehensive support structures with dedicated administrative assistance and ongoing professional development in leadership and conflict resolution.
2. To foster a culture of empowerment among Lay Mission Partners in the college context, it is essential to prioritize clarity in their roles, actively involve them in decision-making processes, provide robust mentorship opportunities, and ensure that their contributions are consistently recognized.
3. To enhance the empowerment of Lay Mission Partners, institution should focus on streamlining administrative processes by clarifying role definitions, providing essential resources, fostering a culture of mentorship, and implementing supportive policies.
4. To further enhance the impactful role of Lay Mission Partners as agents of change within the college environment, it is recommended that the institution should prioritize the development of targeted educational initiatives that align with the college's values.
5. To enhance the effectiveness of Lay Mission Partners in private schools, it is recommended that institutions implement a comprehensive development plan focused on skill development and effective communication which is aligned with the Vision, Mission, Goals and Core Values of the school.

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