

Relationship of Teachers' Empowerment and Organizational Commitment at Secondary School Level in Punjab

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Abstract

The purpose of the study was to find out the relationship of teachers' empowerment and workplace relations with organizational commitment. The public secondary school teachers of Punjab were the focus group of the study. The researcher developed instruments of teachers' empowerment and organizational commitment to gather information from sample of the study. The reliability of the questionnaires was as teachers' empowerment scale .910 and organizational commitment scale .781. The research design was correlation based on survey. A multistage random sampling technique was used to collect data of 1200 teachers (male = 600 and female = 600), and 1103 teachers sent questionnaire back. Results of the study showed positive strong relationship between teachers' empowerment and organizational commitment. School management must incorporate teachers' empowerment as motivational technique to enhance teachers' commitment toward teaching profession. So, educational administration must include teachers' empowerment in human resource policy to make teachers' committed personnel.

Keywords: Teachers empowerment, organizational commitment, secondary school

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Introduction

The effective knowledgeable workforce is the most fundamental need of school organization with the expectations to promote human quality in all aspects of life. These organizational expectations have made current century school organization different to previous ones. Modern school management motivates teachers to maintain the constant committed human resources for vital organizational success. Educational organization, therefore, is upgrading environment to promote human qualities for the need of hours. This advantage might be gain through organizational commitment as it is the foremost expected response to current innovative changes. But organizational commitment is not the simplest process in current situational choices to pursuit school success. This psychological and emotional aspect might be profile in various ways through appropriate motivational techniques. Teachers' empowerment is one of the efficient motivational aspects to enhance teachers' commitment. Chib (2016) associated teachers' empowerment with intrinsic motivation. Empowerment has two facets as structural empowerment and psychological empowerment (Ameer, Bhatti, & Baig, 2014). Teachers' empowerment was psychological aspect because of self-determination and intrinsic values grounded in motivational encouragement. Organizational commitment was also psychological state concerned with individuals' feelings about their engagement with desire to serve continuously for the organization (Meyer & Allen 1997). Both constructs promoted the suitable environment and work potential of teachers. When they worked in empowered context they continued to believe in mission and vision of the school organization and displayed the best behavior for academic success. Such behavior made them committed toward their duties and recognized their responsibilities. Their participation ensured their organizational commitment that was symbol of their intrinsic motivational attachment with school values and norms. Nature of empowerment determined motivational process that established the organizational commitment of teachers. Educational leaders who empowered teachers with shared work plan might achieve maximum of educational outcomes. Empowered teachers contributed more to serve the organization by various program committees (Hirsh, 2011; Olson, 2009; Overton, 2009). Psychological empowered teachers received encouragement of their work ability that made them more committed. Khan, Tariq, Hamayoun, and Bhutta (2014) also investigated the significant correlation of employee empowerment with organizational commitment in telecommunication sector. Therefore; teachers' commitment was extremely rooted consistently in teachers' empowerment process. As empowerment was increased commitment moved to high level (Dee, Henkin, & Singleton, 2006). It meant teachers' empowerment promoted teachers' commitment (Hollingworth, 2012). So, psychological empowerment and organizational commitment had consistent link with each other (Amini, Rahmanian, Sadeghifar, Bay, Afravi, & Sedaghat, 2014). This psychological connection of both revealed the sense of loyalty of teachers and they served organization with devotion. It was a significant for the predictions of numerous psychological and educational turn outs (Day, 2008). Hence, teachers' empowerment might be the process to make teachers

committed at secondary school level. The committed teachers did efforts more to accomplish school goals and go along with their schools. High commitment has been related with good performance in various findings (McInerney, Ganoticeb, King, Morin, & Marsh, 2015). Therefore, this concept has become the attracting field of researchers' interest (Xerri, Nelson, & Brunetto, 2015). There was misfortune that teachers' empowerment and organizational commitment correlation has not been investigated at school level in Punjab. Hence, this study was a little effort with the purpose to study relationship of teacher empowerment and organizational commitment as psychological constructs those were still uncommon in school sector rather than other organizations.

Teacher Empowerment

Teacher empowerment is an effort to increase profession legal responsibility of teachers in school (Muhammad, 2014). It guarantees the effective performance of teachers' jobs through involvement in decisions (Squire-Kelly, 2012). Teachers' empowerment is to take charge for own growth to solve situational hurdles (Short, 1994). It became an important encouraging model in educational reform (Short & Johnson, 1994) that concerns with teacher leadership (Archer, 2014). It does this by giving teachers more power and making them more creative. Empowerment was an outcome of decision making access, value-added status, knowledge and skills of teachers. Hence, empowered teachers believed confidently in their knowledge, skills and action at workplace (Maeroff, 1988). Therefore, teachers' empowerment was synonymous to teacher leadership in school setting (Murphy, 2005).

Bolin (1989) described empowerment as teachers' investment with participation right and willpower to judge for what and how to teach in accordance of school policies and goals. Short (1998) listed that facilitating teachers' experience with autonomy, responsibility, choice and control in school is the core heart of empowerment. Therefore, Short and Rinehart (1992) viewed "teachers' empowerment as the second name of participative or shared decision leadership (p. 952)". Melenyzer (1990) stated that "Teacher empowerment is the chance and assurance to perform in one's profession" (p.4). It would be sign of better utilization of school resources for the students' achievement. Empowerment is especially significant when school resources are usually in short supply (Kirika, 2011).

Organizational Commitment

Organizational commitment is a multidimensional concept as it varies in its definition in all types of organizations (Cohen, 2007). Therefore, it has been defined according to scholars' areas of interests (Emhan, 2012). But common rationality is that organizational commitment is a process of individuals' faithful connection with organization ((Muchinsky, 2009; Spector, 2008). Loyalty based membership is upheld through organizational commitment (Robbins & Coulter, 2007). This construct termed the long

organizational affiliation of employees even in complex situation (Holliman, 2012). So, it is critical bond of employees and organization to lead the organizational outcomes (Chughtai & Zafar, 2006). Organization commitment would affect the behavior of teachers. It is psychological involvement enhance intrinsic motivation. Teachers bring all potential into actions when they are committed intrinsically (Zhanga & Jingb, 2016). Therefore, it is significant predictor of teachers' decision regarding teaching profession as a career (Jones, Youngs, & Frank, 2013).

Teachers' Empowerment and Organizational Commitment

Teachers' empowerment and organizational commitment have empirical relationship. This relationship is not limited in education sector. It was found in diverse groups of respondents from different sectors (Raub & Robert, 2007; Liu, Fellows, & Chiu, 2006). Empowerment led to increase commitment (Liu, Fellows, & Chiu, 2006). They proved this relationship by studying the four construction surveyors Hong Kong companies. Organization could offer important chances to employees for challenging job performance by taking more responsibilities of work (Meyer & Allen, 1991). Employees who have additional duty for allotted responsibilities were central to organization process. They have opportunities for significant decisions and voices out their opinions feel themselves more empowered. Such employees have more will to go along with organization even they have to work hard (Choong, Wong, & Leu, 2011). The given discussion under the light of previous study results teachers' empowerment is significantly related to commitment. Decision making power or right of teachers to manage daily work led to increase organizational commitment. They feel more empowered and are likely to interchange commitment to organization (Kraimer, Seibert, & Liden, 1999). They are committed toward school more because of being resourceful (Ingersoll, 2003).

Kirika (2011), found significant teachers' empowerment relationship with organizational commitment, professional commitment and job satisfaction. Therefore, it was substantial predictor of school commitment and teaching profession because teachers who felt more empowered conformed high commitment to school, profession and job satisfaction. Bogler and Somech (2004) derived similar result earlier in their study, as organizational commitment construct concerned with well performance and retaining of teachers. Generally, empowered employees showed countless commitment to the organization (Chang, Shih, & Lin, 2010). Because of this there is low degree of turnover among highly committed teachers (Kirika, 2011). Therefore, employees contributed to organization with concentration, creativity and resiliency (Ahad & Suandi, 2014). Empowered employees perform the job in meaningful way and they are more capable and have ability to act independently for organizations that promotes their higher commitment toward institutions (Liden & Sparrowe 2000; Spreitzer, 1995).

The empowered employees drive out meaningful wisdom of work and energy to perform task that encouraged to high commitment level and enhance their performance energy (DeCicco, Laschinger & Kerr, 2006; Liu, Chang, , Li, Liao, & Lin, 2006). The empowerment by the school management plays prominent role for promoting organizational commitment that's why personnel empowerment forecasts the organizational commitment levels significantly. The empowerment levels generally effect organizational commitment positively. School management practice of empowerment has prominent role to realize and predict organizational commitment levels significantly (Savas, Dos & Demirkol, 2013). Employees feel confident in achieving self-regard when they have feeling of competency of their position and have psychological empowerment. Committed and satisfied probability of teachers would be more for organization (Men, 2011).

Significance of the Study

The study was to offer knowledge to school management and its faculty about teachers' empowerment and organizational commitment. It might be helpful for teachers, principals, administrators, policy makers and other stakeholders. The teachers may take help for job involvement knowledge to empower themselves and principals may learn how to involve teachers through shared responsibility for school outcomes. Principals may expand their ability to empower faculty members and establish mature relations to enhance motivational techniques in the form of commitment. With the help of this study friendly committed team based school organization may be established to enhance well environment. This study may contribute for human resource policy makers to formulate policy script by considering teachers' empowerment as motivational techniques to establish teachers' organizational commitment in school organization.

Objective of the Study

To find out the relationship between teachers' empowerment and organizational commitment at secondary school level in Punjab.

Research Question of the Study

Is there any correlation between teachers' empowerment and organizational commitment at secondary school level in Punjab?

Research Methodology

Research Design. Correlation research design was used for study based on survey method to deal the data in numerical form. Correlation studied the possibility of relationship between two or more variables rather than influence or cause. Therefore, this research design was adopted for the study for the reason that it enabled the researcher to carefully examine the sampled population in order to understanding the reasons for substantial relationship of "teachers' empowerment and organizational commitment at secondary school level".

Population of the Study. The population of the study was both male and female teachers of public secondary schools of the Punjab. There were 6256 (Boys, 3340 and Girls, 2876) public secondary schools and 120726 (Male, 64440 and Female, 56286) secondary school teachers in Punjab. (Source: School Education Department, March, 2016: Retrieved from <http://schools.punjab.gov.pk/>).

Sample of the Study and Procedure. The researcher used multistage random sampling technique. At first stage Punjab districts were divided into three parts on the base of literacy rate such as:

1. Category A=61% and above literacy rate districts were Toba Tek Singh, Chakwal, Attock, Rawalpindi, Jhelum, Mandi Bahauddin, Gujrat, Gujranwala, Faisalabad, Lahore, Sialkot and Sheikhpura
2. Category B= 51% to 60% literacy rate districts were Multan, Lodhran, Mianwali, Khushab, Khanewal, Sahiwal, Sargodha, Hafizabad, Nankana Sahib, Narowal, Bhakkar and Khanewal
3. Category C=less than 50% literacy districts were Rajanpur, Rahim Yaar Khan, Bahawalpur, Muzaffargarh, Chiniot, Jhang, Vehari, Bahawalnagar, Pakpattan, Okara, Kasur and D.G.Khan (Source: Pakistan Education Atlas 2015(AEPAM)).

At the second stage two districts from each category were selected randomly. In this way total six districts such as Gujranwala and Gujrat from A category, Sargodha and Hafizabad from B category, and Okara and Kasur from C category were listed to gather data from secondary school teachers.

At the third stage 50 public schools (Boys=25, Girls=25) among them (Rural=25, Urban=25) from each district category were selected randomly. Average of secondary school teachers in Punjab was about 19.00 teachers per public school and 40% teachers were selected randomly from each selected school. The average of teachers from each selected schools at least were eight teachers. In this way, sample size was 1200 teachers from 150 public schools.

Instrumentation. Both instruments as teachers' empowerment and organizational commitment at five point likert type scale ranging from: Not at all=1, To some extent=2, To medium extent=3, To a large extent=4, and To a very large extent=5 were developed for data collection. Each of them consists of two sections. In the first section, demographic variable such as gender, school area, age, academic qualification, professional qualification and experience was included in both whereas second section included the statements about the variables. Teachers' empowerment scale consisted 25 items for six sub factors as decision making, professional growth, status, self-efficacy, autonomy and impact. It was developed according to current contextual need and practice

of teachers' empowerment in school organization. There were 16 items of organizational commitment under three dimensions as affective commitment, normative commitment and continuous commitment. It was developed by getting help of Meyer and Allen (1991) scale and was made suitable for own context. Both instruments were validated by getting opinions of five experts who had been having qualification and vast experience in education field. The final incorporated instruments were framed and upgraded according to experts' suggestions. For reliability purpose, the questionnaires were distributed among 120 secondary school teachers rather than original sample. Teachers' empowerment scale alpha value was .910 for all 25 items and .781 for all 16 items of organizational commitment scale. So, the reliability of the questionnaires was good.

Data Collection

The researcher got permission letter from the supervisor and then from the concerned secondary school head masters. The researcher visited selected public secondary schools personally of concerned districts. Questionnaires distribution has been ensured in first visit. Researcher revisited the nominated school within two weeks to collect back. Many of them returned and few of them demanded few days more because of their workload. Due to more time demand of teachers, constraints of time and money, post envelops with mailing address were given to teachers to send back by post. Overall instruments distribution was to 1200 teachers and 1103 (Male=600 with same ratio of rural 300 and urban 300 and Female 503 with the ratio rural 203 and urban 300) received back personally and by post. In this way overall return rate of questionnaire was about 92% that was very much encouraging.

Result

Research Question. Is there any relationship between teachers' empowerment and organizational commitment at secondary school level in Punjab?

Table 1

Relationship between Teachers' Empowerment and Organizational Commitment

Measures	N	Mean	SD	Pearson r-	Sig (2-tailed)
Empowerment	1103	88.0154	16.17943	.660**	.001
Organizational Commitment		57.6809	10.27788		

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 1 shows results of Pearson correlation results of teachers' empowerment and organizational commitment. There was strong positive significance relationship between teachers' empowerment and organizational commitment at ($r = .660, p < 0.01$).

Discussion

The purpose of the study was to capture teachers' perception regarding "teachers' empowerment and organizational commitment at secondary school level" to find the relationship. Hence, the study as teachers oriented must be corporate by organization to know teachers' attitude toward profession and its management system. The important emerging insight of this study would be discussed below according to research question investigation.

Findings showed positive strong relationship between teachers' empowerment and organizational commitment. Various studies have almost proved the same relationship (Kirika, 2011). Hamid, Nordin, Adnan, and Sirun (2013) investigated positive moderate relationship of psychological empowerment (Teachers' empowerment) and organizational commitment at primary school level. Liu, Fellows & Chiu (2006) also investigated relationship by surveying Construction Company as commitment was increased by empowerment. Whereas, Chang, Shih and Lin (2010), found that there was not mediating relationship between psychological empowerment and organizational commitment. But, current study has proved better result than previous studies as both constructs teachers' empowerment and organizational commitment have significant positive strong courtesy of relationship at secondary school level. It meant that empowered context and management style of school organization were contributing toward psychological power of teachers to gain their commitment in school. Teacher's empowerment was helpful motivational force guided their attitude toward professional loyalty, faith and passion for organizational values and goals that increased teachers' commitment (Adeoye & Torubelli, 2011). Teachers received encouragement and motivation (Meriac, Polling & Woehr, 2009). That's why teachers' empowerment now cannot be ignored to shape intrinsic motivation of teachers. This strong belief of secondary school teachers in organizational goals and values evident their long runs with school organization and they have intention to be remaining forever. So, secondary school teachers were more empowered and committed than any other organization. Both constructs teachers' empowerment and organizational commitment linkage give insight of intrinsic motivation of teachers theoretically and empirically.

Conclusion

Results of study led to draw conclusion. Survey method was the technique to collect data to achieve the objectives of the study. It was concluded as both male and female respondents were of public high school of Punjab. Teachers' empowerment had strong association with organizational commitment. This meant teachers' empowerment establishes the commitment with teaching profession in public secondary school.

Recommendations

1. School management must establish teachers' empowerment context to enhance teachers' commitment.
2. Principal should provide psychological support to train teachers to develop friendly committed team in school.
3. Educational administration must provide continuous experience of empowerment to teachers to make them committed personnel.
4. The strong relationship of teachers' empowerment and organizational commitment draws the policy maker attention toward this study contribution for teacher' psychological aspects of power. So, it is recommended that policy makers should incorporate teachers' empowerment as motivational techniques to establish teachers' organizational commitment in formulation of policy script.

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