

Teachers' Organizational Commitment: The Role of Demographic Characteristics and Their Psychological Empowerment in Turkey

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Abstract

This research was aimed at examining the influence of teachers' psychological empowerment on their commitment to the school in the case of private schools in Antalya province, Turkey. Data were collected twice, first 297 teachers for scale development; second, we collected data from separate 297 teachers for the main analysis. A correlational type of research design was utilized. As a result, teachers were psychologically empowered and strongly committed to school at a high level. Teachers have statistically no or very weak differences regarding their education level, gender, and length of service in their perception of both psychological empowerment and organizational commitment. Moreover, psychological empowerment and teachers' organizational commitment were significantly correlated. Finally, it was seen that the influence dimension was an important predictor of organizational commitment.

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Attitude, length of service, and age had no significant effect. Therefore it is recommended that principals should actively build the social, intellectual, and professional capital of teachers, which results in teachers themselves being empowered psychologically and finally committed to the school.

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Introduction

A teacher plays a crucial role in the effectiveness of any school. Therefore, the teacher's commitment and empowerment play a key role in becoming a highly competitive and productive institutions and in realizing educational visions, missions, and goals (Firman & Tola, 2008; Jomah, 2017; Mart, 2013). Psychological empowerment is a relevant means for fostering the institutional commitment of employees (Dee et al., 2006; Özdemir & Gören, 2017). Specifically, in a school setting, teacher empowerment had an impact on the commitment of teachers to school (Dee et al., 2006). According to Özdemir and Gören (2017), teachers' institutional commitment has a relationship with leadership team coherence and their psychological empowerment.

Psychological empowerment (PE)

Recently, many scholars have shown an emergent interest in the model of employee empowerment since it became important for service quality and customer satisfaction (Yesuf, 2011). As Bindurani (2015) compiled different studies, empowerment has been defined



differently by different scholars. In many studies over the past years, empowerment is similar to delegating power to lower employees and, hence, they limited the concept of empowerment to power. This is called structural or relational empowerment (Yesuf, 2011). Later, empowerment was a state of mind that consisted of feelings beyond delegating power such as control, equity, responsibility, and accountability over the job to be performed (Mohammed, 2011).

Empowerment, according to Spreitzer (1995), is a set of intellects and continuous variables formed by a job atmosphere, not a stable personality trait generalizable across various circumstances. Spreitzer (1995) identified 4 major factors of PE: competence, meaning, impact, and autonomy. Competence is considered the belief that employees can accomplish a task (Spreitzer, 1995; Thomas & Velthouse, 1990). Other researchers defined it as a role mastery that involves the skilful execution of one or more allocated chores (Kesari et al., 2017; Sanjay, 1999). Meaning is the importance of organizational tasks for employees or worthiness of job purposes and intraindividual interest in the job (Allameh et al., 2012; Kesari, et al., 2017; Thomas & Velthouse, 1990; Uma & Jayabharathi, 2016). The dimension of self-determination/autonomy is the belief that employees can determine how to do their jobs by establishing flexibility in governing their own task success, and initiating novel chores as difficulties or occasions arise (Kesari et al., 2017; Spreitzer, 1995). Autonomy literally refers self-regulation, contradicts with heteronomy, which means regulation from external positive and negative environment (Fourie, 2009). Last, not the dimension of psychological empowerment is impact- the belief that employees have a relative impact on organizational results by making a difference (Spreitzer, 1995; Thomas & Velthouse, 1990).



Teachers who are empowered believe they have self-confidence, a positive attitude towards their profession, and more autonomy in undertaking tasks (Spreitzer, 1995; Thomas & Velthouse, 1990). Based on previous findings, researchers propose the following hypothesis 1.

H1: Teachers are psychologically empowered.

PE may differ across individuals (Spreitzer, 1995; Zimmerman, 2000). For instance, in terms of gender, men generally experienced more empowerment in past years due to environmental influences (Zimmerman, 1995). Fourie (2009) revealed that there was a relationship between personal characteristics and PE in South Africa. Fourie (2009) and Gecas (1989) revealed that there was gender difference in PE. For instance, Gecas (1989), Hechanova et al. (2006), and Koberg et al. (1999) found that males have a greater sense of PE than females. However, Spreitzer's (1995), Menon and Kotze (2005); Ozaralli (2003) found that perceived PE empowerment did not differ between male and female.

Based on level of education, various scholars found that there was positive and linear relationship level of education and PE (Gecas, 1989; Ozaralli, 2003; Sarmiento et al., 2004). For example, Ozaralli (2003) found that BA holders have greater sense of PE than diploma or high school graduates. However, Koberg et al. (1999) found level of education has not relationship with feelings of PE. Fourie (2009) also found a there was positive relationship between educational level and PE. Scholars also discovered a significant difference between institutions in PE (Hechanova et al., 2006; Ozaralli, 2003). Based on previous findings, researchers propose the following hypothesis 2.

H2: There are significant mean differences among teachers regarding gender, marital status, and school levels in their psychological empowerment level.

Organizational commitment (OC)

Like psychological empowerment, commitment is a key element to organizational progress and growth in all sectors. Institutional commitment provides curiosity, moral interest, and self-confidence for handling tasks. Mowday et al. (1979), defined it as the relative power of a person's identification to and immersion in a specific institution (p. 226). It determines employees' level of acceptance of institutional goals (identification), willingness to exert effort (involvement), and keeping up attachment to institutions (loyalty). Commitment consists of commitment to the profession, students, society, and organizations. Example commitment to a community linked to schools and community (Shukla, 2014). In other studies, commitment comprised of OC, professional commitment, and union commitment (Kadyschuk, 1997; Meyer et al., 1993).

This study focuses on commitment to the organization. OC is the eagerness to work for a long time in the institution concerning to the institution's objectives or ends (Kadyschuk, 1997; Meyer et al., 1993). It has three constructs: Continuance, affective, or continuance commitment (Jomah, 2017). For instance, affective commitment refers to workers feeling passionately close to missions and the vision of the institutions. Workforces who have this commitment will integrate the ends and means to fulfil institutional objectives (Hamid et al., 2013; Meyer & Allen, 2004; Setyaningsih & Sunaryo, 2021).

Teachers' school commitment must be owned by all professional teachers since it has far-reaching consequences on the outcomes of schools (Firman & Tola, 2008; Mart, 2013). Committed

teachers have a predisposition to achieve the tasks effectively and efficiently, form a good teacher-student relationship, and facilitate student wisdom and the progress of terminal behaviour (Mart, 2013). When influential or top leaders are observed as participatory, personnel feel more committed to the institution. This results in satisfaction of job and good enactment amongst employees in their respective institutions (Bogler & Somech, 2004). In addition to leaders' leadership style, the school environment at all school levels has a stronger influence on the commitment of teachers (Yu et al., 2002). A study in Banjarmasin's elementary schools showed that teachers' commitment was very good. This was determined by economic motivation (Aslamiah, 2019). A study in Banjarmasin showed that teachers' commitment in elementary schools was very good (Aslamiah, 2019; Yu et al., 2002). Based on previous findings, researchers propose the following hypothesis 3.

H3: Teachers are committed to the school.

Many researchers discovered that OC is predicted by personal characteristics (e.g. age, gender, marital status, and work experience) and extrinsic influences (e.g. payment, leadership policies, and job security (Basel & Issam, 2019; Markovits et al., 2014; Meyer & Allen, 1997; Singh & Gupta, 2015). For instance, Singh and Gupta (2015) discovered older employees (more than 45) incline to be highest in affective commitment. Primary school teachers have a higher commitment to their school goals than high school teachers (Yu et al., 2002). Based on previous findings, researchers propose the following hypothesis 4.

H4: There are significant mean differences among teachers regarding gender, marital status, and school levels in their OC level



Psychological empowerment and organizational commitment

According to various studies in different contexts, teachers' organizational commitment has a relationship with leadership, team coherence, and psychological empowerment. Chen and Chen (2008), for instance, found that all the remaining three cognitions except self-determination have a noteworthy connection with institutional commitment. A study in Malaysia showed employees feel empowered if they are given independence in defining in what way they do their career and are involved in outcomes that affect the organization. These in turn made them more committed to their institutions. Nonetheless, others found that PE didn't influence OC significantly (Ambad & Bahron, 2012). In terms of age, Gecas (1989) discovered a curvilinear pattern that increasing PE in middle age and steadily declining after 60 ages. Ozaralli (2003) found that age significantly correlated with PE.

Based on working experience, Huang et al. (2006), Koberg et al. (1999), McDermott et al. (1996) and Ozaralli (2003) also discovered that more experienced employees have greater feelings of empowerment; while Sarmiento et al. (2004) did not discover the positive relationship between teaching years' experience and PE in Canada. There were a positive relationship between age, length of service and PE (Fourie, 2009). The reason for these correlations is that with age, length of service, peoples' competencies enhanced as they exposed to various opportunities. Koberg et al. (1999) stated that increased PE results in job satisfaction and commitment. Huang et al. (2006) and Krajcsák (2018) discovered leadership can produce PE among employees that lead to OC. In Malaysia, a study on 258 teachers indicated that there was a moderate linear relationship between empowerment and commitment of teachers (Hamid et al., 2013). Chen and Chen (2008) also discovered that a feeling of meaning, competence, and impact



yields strong institutional commitment. However, in their study, feelings of self-determination couldn't lead to OC. Nabila (2008) discovered that feelings of competence and impact have a substantial positive association; however, meaning and self-determination didn't. Likewise, Dee et al. (2002) revealed that merely a feeling of competence in school results in strong institutional commitment of employees.

A study on Saudi Academics showed that teachers who had independence in making important decisions concerning the teaching and learning process (self-determination) and influence on the school's outcomes (impact) had also strong school commitment (Jomah, 2017). A study in Malaysia in the construction sector revealed employees feel empowered and committed to their organization if they are taking part in important management issues such as decision making (Ambad & Bahron, 2012). In addition, they showed that some personal characteristics such as level of education and working experience did not meaningfully moderate the association between PE and OC (Ambad & Bahron, 2012; Titus, 2000). However, the feeling of meaning and competence (attitude) did not have an impact on commitment significantly (Ambad & Bahron, 2012). These existences of differences in research results require further investigation. Previous studies showed that length of service and age did have significant relationship with PE and OC (Ambad & Bahron 2012; Titus, 2000). Thus, based on previous findings, researchers propose the following hypothesis 5.

H5: Teachers' psychological empowerment and demographic characteristics (age and length of service) are predictors of organizational commitment.

Theoretical Framework

Empowerment constructs varied in various circumstances (Zimmerman, 2000), for instance, at the personal level, it consists of



participatory behaviour, feeling control, and efficacy while at organizational level; PE contains shared leadership, and occasions to develop competencies. Zimmerman (2000) defined PE as an empowerment at the individual level. Numerous researchers researched the psychological empowerment and its interrelationships with other variables and subsequently articulated various theories. The social cognitive theory contains triangle reciprocal influences of cognitions, behaviour, and the environment (Bandura, 1977). That means a belief in one's competencies leads the motivation to utilize cognitive resources and achieve environmental expectations and vice versa. There are many models of PE (Fourie, 2009). Thomas and Velthouse's (1990), Spreitzer's (1995), Menon's (2001) and Zimmerman's (1995) models of PE, just to mention a few.

Based on the social cognitive theory, Zimmerman (1995) proposed a three constructs of PE framework: intrapersonal, interactional and behavioural factors. Zimmerman (1995) frameworks are in line with three dimensions of Bandura's (1977) PE (behaviour, cognitions and the environment). Spreitzer (1995) identified 4 competence, meaning, impact, and autonomy as factors of PE. Social cognitive theory framework that combines both antecedents and outcomes of feeling empowered. For instance, as antecedent factors, individuals' information such as service years, gender, and education level were investigated. Menon (2001) also formulated a three-dimensional PE: perceived control; competence; and goal internalization. All these models or theories reflect the intrinsic motivational factors, which consists of personal cognitions that inspire individuals to act. There is agreement among theories in the idea that PE is a process in which there are antecedents that shape cognitions, in turn, yields a kind to the advantages to individuals and organizations.



Spreitzer (1995) recommended further study to on PE by including different institutional variables to show their impact on feelings of PE. Most pervious researchers used Spreitzer's (1995) model. The present study also used Spreitzer's (1995) model Thus, for this study, the social cognitive theory as a theory, and the model developed by Spreitzer (1995) as basis for PE model were used.

Referring theoretical framework of organizational commitment, initially, it defined in the "exchanged-based definition" or "side-bet" theory. Exchange theory states that people are committed to the institution as far as they are in their positions, regardless of nature of working environment. OC considers as a single dimension in terms of attitudinal point of views, which refers to the psychological attachment formed by an employee in the respective organization (Porter et al., 1974). However, after further studies, Allen and Meyer's (1990) formulated three-dimensional (affective, continuance, and normative) OC model on basis of individuals' attitudes and perceptions that connects the workers to the institutions. Social exchange theory describes the social interdependence available among employees, and their attachment to institutions. According to Social exchange theory, social interdependence in an institution is predicted by personal characteristics (e.g. age, gender, and work experience) (Basel & Issam, 2019). For this study, Allen and Meyer's (1990) model of OC was used. Furthermore, the conceptual framework of this study also follows the XY (the effect of PE (X) on OC (Y)) model of Igartua and Hayes (2021) which can help to examine issues from a systemic perspective and finally their interdependence and interrelationships were tested.



Method

Research Design and Participants

Since the topics aimed at establish a generalized model that links the relationship between various elements under different circumstances, a correlational research design was utilized to (Allen, 2017). The research was conducted in Antalya, Turkey. Purposively, all private school teachers who worked in the central districts of Antalya were chosen as the target population of this study. There were 4954 teachers within 157 private schools in five central districts of Antalya province (Konyaltı, Muratpaşa, Kepez, Aksu, and Döşemealtı). Vocational private high schools and kindergartens were not included. Multi-stage sampling was used to select the final samples. In the first stage, as criteria, the researchers selected all 38 schools that have primary, secondary, and high schools from five central districts of Antalya province. Then the researchers selected 10 private schools (2 from each central district) randomly out of 38 schools that have primary, secondary, and high school. These schools contain more population units than are needed for the final sample. Therefore, researchers lastly picked 354 teachers from the selected 10 schools by using simple random sampling techniques. From this, 297 (83%) teachers responded with complete data.

Data Collection Instruments and Procedures

Socio-demographic characteristics

The following five socio-demographic backgrounds of teachers have been taken as independent variables to show the difference in their perception of organizational commitment. The measures of the



external environment included: gender, age, school level, and length of service (total years of teaching experience).

Teachers' psychological empowerment Scale

Spreitzer (1995) developed 12-item to estimate the perceived level of psychological empowerment of workforces with a Cronbach's alpha of .72. It also has four constructs: Self-determination, impact, meaning, and competence. In this study, the original version developed by Spreitzer, was used with her permission. The validity and reliability analysis of this study was conducted and reported below. On the other hand, Sürgevil, Tolay, and Topoyan (2013) adapted the instrument to Turkish and they reported that Cronbach's alpha values were between .83 and .89. When examining different studies from a variety of organizations, different scholars found various factors of psychological empowerment. According to Hancer & George (2005), for instance, self-determination and impact were combined into one construct and called influence (seeking freedom in commencing and execution work and creating an influence on schools' success) and competence also appeared as a factor which named attitude (seeking to assess feelings of workers to the profession and person's belief that they own the knowledge and skills). A Cronbach's alpha was .89 for the general scale. Fulford & Enz (1995) and Seigall and Gardner (2000), found three constructs (namely, meaning, competence, and influence). Here, self-determination and impact were combined and renamed influence) over restaurant service providers. Other factor analyses of psychological empowerment as it was observed by non-supervisory employees had shown a three-dimensional structure (Hancer & George, 2003). The difference in results about dimensions showed that defining further dimensions of psychological empowerment is necessitated. In order to decide the

number of structures and fitness of the model in this study, Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA) were performed. EFA was performed on 297 valid survey data in Table 1. It is emphasized that the ratio of the number of participants to the number of variables (items) for the sample size is 10/1 (Akgül and Çevik, 2003). In this regard, it can be said that the sample group of 297 people is sufficient to conduct an EFA.

Table 1.

Exploratory Factor Analysis of Psychological Empowerment Scale

Item Code	Item	Factors	
		Attitude	Influence
A11	I can decide on my own how to go about doing my work	.881	
A12	I have a great deal of control over what happens in my department (school)	.865	
A10	My impact on what happens in my department (school) is large	.836	
A9	I have considerable opportunity for independence and freedom in how I do my job	.769	
A8	I have significant autonomy in determining how I do my job	.697	
A7	I have significant influence over what happens in my department (school)	.678	
A4	I am self-assured about my capabilities to perform my work activities		.897
A1	The work that I do is important to me		.890
A5	I am confident about my ability to do my job		.847
A3	The work I do is meaningful to me		.783
A6	I have mastered the skills necessary for my job		.606
A2	My job activities are personally meaningful to me		.585
% of Variance		48.58	18.04
Cronbach's Alpha		0.866	0.898



Total Variance Explained rate = 66.60 %
Total Cronbach's Alpha= .894
KMO =,877
Bartlett. χ^2 (Df=66)=2510.28(p=0,000)

As shown in Table 1, to test the adequacy of sample size, KMO was 877, and Bartlett's Test (Df=66) was 2510.28(p=0,000). KMO value between 0.80-0.89 was very good. In this study, the total variance was 66.6%. The data on factor load values and the total variance of the items are given in Table 1. The revised two-factor model with standardized parameter estimates. In order to know the fitness of the instrument in this study, researchers conducted CFA with the LISREL8.7 program as below.

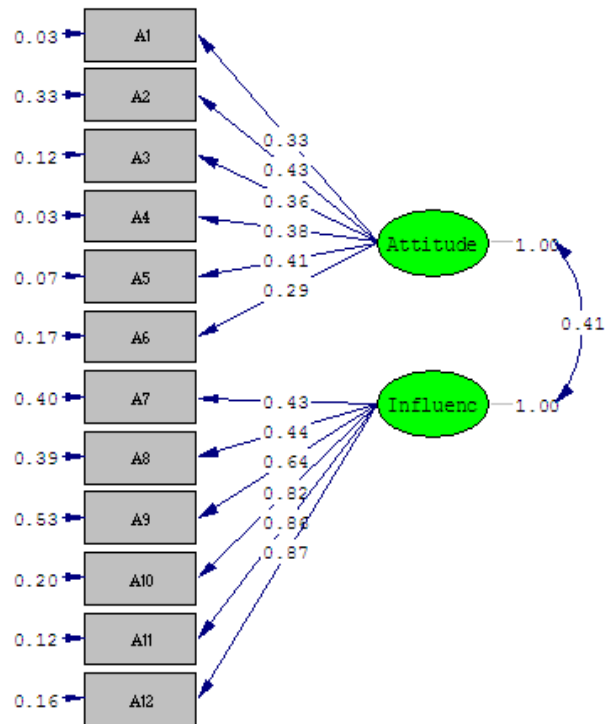


Figure 1. The Goodness of fit Indices of Psychological Empowerment Scale.

The goodness of fit Indices of the Psychological Empowerment Scale showed that the P value was significant at .00 levels. This was conducted with the LISREL8.

As shown in Fig 1, the fit Index P value was significant at .00 levels. When the findings from the confirmatory factor analysis were examined, the lowest t value was 10.25 (item A7); the highest t value was found to be 20.79 (item A11) and all t values are significant at the level of .01(Çokluk et al., 2010). The reliabilities of the dimensions were moderate to high, ranging between R2= 0.32–0.83 (attitude), and

R²=0.31–0.83 (influence). RMSEA indicated a worthy acceptable at 0.1 levels. When assessing the goodness of fit continues, it is seen that GFI was .82 and AGFI was .74. All values obtained are accepted as good in accordance with the criteria determined by Schermelleh-Engel et al. (2003) and Çokluk et al. (2010). RMR's fit index was .065 and corresponded to a good fit. Finally, when IFI, RFI, NNFI, and CFI fitness indexes are examined, it is seen that IFI=0.92, RFI= 0.9, NNFI=.92, and CFI=.92. The IFI, RFI, NNFI, and CFI indexes of over .9 have corresponded to a good fit (Çokluk et al., 2010).

Teachers' Organizational Commitment Scale

In this study, teachers' commitment was measured by a reliable and valid scale that used in more than 20 countries. It was initially Allen and Meyer's (1990) model and later adapted by Ustuner (2009) in Turkish language and the scale was used with his permission. In Turkey, according to Ustuner's (2009) study, the reliability or correlation coefficient of the teachers' organizational commitment scale was .96, and the test-retest was also .88. Findings obtained from EFA and CFA showed the Teachers' Organizational Commitment Scale has three factors or dimensions with 17 items. Since it was conducted in the same country and profession, the researchers conducted just CFA. The ratio of χ^2/DF was 3.20. In addition, since it was less than five, the instrument had a moderate level of goodness of fit (Çokluk et al., 2010). RMSEA indicated a good fit at .070 levels. The values of GFI and AGFI were accepted since they were more than 0.85 (Schermelleh-Engel et al., 2003). IFI= 0, 96, NFI= 0.95, RFI = 0, 90, NNFI=.92 and CFI= .92. The IFI, RFI, NNFI, and CFI indices of over .90 corresponded to a good fit (Çokluk et al., 2010).

Data Analysis

Quantitative data were analysed quantitatively by using SPSS-23. Finally, data collected through the questionnaire were cleaned, systematically organized, and tabulated by using SPSS-23 software. The mean and multivariate analyses of variance (MANOVA) were utilized to evaluate differences among composite means for a set of dependent variables (DVs) when there are two or more levels of groups or IVs (e.g., Cohen et al., 2018). In the current study, a partial eta squared (η^2) effect size index has been implemented to measure effect size. Regression analysis was also used to see the causal relationship between the independent and dependent variables.

Results

This part presented an analysis of the data gathered from private school teachers. All 297 participants were from the central district of Antalya, Turkey. This part organized their responses based on research objectives.

Table 2.

Background Information

	Variable	N	%
Marital status	Single	118	39.7
	Married	179	60.3
Gender	Male	74	24.9
	Female	223	75.1
Total length of service	<5	67	22.6
	6-10	85	28.6
	>11	145	48.8
Age	<30	73	24.6
	31-40	152	51.2
	>41	72	24.2



School level	Primary school	65	21.9
	Secondary school	105	35.4
	High school	127	42.8

Table 2 showed three hundred fifty-four teachers were voluntarily participated. However, 57 questionnaires were deemed to be unfit for the survey and due to the fact that they were incomplete, therefore there were removed. The final sample was 297 participants. Regarding sex, 74 (24.9%) were male teachers and 223 (75, 1%) were female teachers. Based on marital status, 118 (39.7%) of them were single and 179 (60.3%) were married. 67 (22.6%) of the teachers were having less than five years, 85 (28.6%) were having 6-10 years, and the rest 145 (48.8%) were having more than 11 years of working experience. Regarding age, 73 (24.6%) were less than 30, 152 (51.2%) were between 31 and 40, and 72 (24.2%) were more than 41 years old. In addition, 65 (21.9%) were primary school teachers, 105(35.4%) were secondary, and 127(42.8) were high school teachers.

Levels of Teachers' Psychological Empowerment and Organizational Commitment

The views of private teachers regarding their psychological empowerment and organizational commitment are examined with descriptive statistics as follows.

Table 3.

Frequency, Arithmetic Mean and Standard Deviation of Teachers' Psychological Empowerment and Organizational Commitment

Variables	N	Mean	Std. Deviation
Attitude (factor of psychological empowerment)	297	4.771	.39606



Influence (factor of psychological empowerment)	297	4.1773	.72582
Composite scores of Organizational commitment	297	4.0446	.86370

As shown in Table 3, teachers were psychologically empowered (attitude dimension at a very high level and influence dimension (at a high level). The researcher interpreted the Likert scale based on Ebtesam's (2021) formula of maximum (5) -minimum(1) /number of groups (3)= 1.33 i.e. $\bar{x} \geq 3.68$ High, $2.34 \leq \bar{x} < 3.67$ Moderate, $\bar{x} < 2.34$ Low. Teachers are also highly committed to school (mean=4.0446). Regarding the dimensions of psychological empowerment (attitude dimension (\bar{x} =4.771) and influence dimension (\bar{x} =4.1773)) showed, teachers are very highly perceived the value of a work or task and believed in their ability to accomplish a task with skills (attitude), and they highly felt the freedom in instigating and carrying out tasks and creating an impact on schools' success (influence). Thus hypotheses 1 and 3 were supported.

Multivariate Differences in teachers' psychological empowerment and organizational commitment

Table 4.

Multivariate Analyses of the Psychological Empowerment of Teachers

Variables	Wilks' Lambda	F	Hypothe df	Error df	Sig.	η^2
Marital Status	.998	.257 ^b	2.000	282	.774	.002
Gender	.992	1.189 ^b	2.000	282	.306	.08
School level	.974	1.258 ^b	6.000	564.	.275	.013



As shown in table 4, marital status, gender, and school level did not reveal a statistically significant difference among teachers' perceptions of the composite scores of their psychological empowerment (Wilk's $\Lambda = 0.998$, $F(2, 282) = 257$, $p > .05$, $\eta^2 = 0.002$), Wilk's $\Lambda = .992$, $F(2, 282) = 1.189$, $p > .05$, $\eta^2 = .08$), Wilk's $\Lambda = .974$, $F(6, 282) = 1.258$, $p > .05$, $\eta^2 = 0.013$) respectively. This means gender, education level, and length of service experience played a very weak role in teachers' psychological empowerment. Thus hypothesis 2 was not supported.

Table 5.

Multivariate Analyses of the Organizational Commitment of Teachers

Variables	Wilks' Lambda	F	Hypothe df	Error df	Sig.	η^2
Marital Status	.918	1.410 ^b	17.000	267	.131	.082
Gender	.992	1.189 ^b	2.000	282	.306	.08
School level	.794	1.259	51.000	795.7	.110	.074

As shown in table 5, marital status, gender, and school level did not depict a statistically significant difference among teachers' perceptions of the combined scores of their organizational commitment (Wilk's $\Lambda = 0.918$, $F(17, 267) = 1.410$, $p > .05$, $\eta^2 = 0.082$), Wilk's $\Lambda = 0.992$, $F(2, 282) = 1.189$, $p > .05$, $\eta^2 = 0.08$), Wilk's $\Lambda = 0.794$, $F(51, 795.7) = 1.259$, $p > .05$, $\eta^2 = 0.074$) respectively. It means education level, gender, and work experience played a weak role in teachers' organizational commitment. Thus hypothesis 4 was not supported.

The influence of Psychological Empowerment on Organizational Commitment as Perceived by Turkish Teachers

Before conducting hierarchical regression analyses, let's see the intercorrelation scores of attitude, influence, age, length of service, and organizational commitment.

Table 6.

Intercorrelation Scores of Attitude, Influence, Age, Length of Service and Organizational Commitment

	1	2	3	4	5
1. Attitude	1				
2. Influence	.504**	1			
3. Org. commitment	.334**	.549**	1		
4. Length of service	-.036	-.110	-.006	1	
5. Age	-.024	-.055	-.039	.722**	1

The outputs of a simple correlation in Table 6 depicted that there were a positive and significant association between attitude and influence ($r=.504$; $p < .01$); between attitude and OC ($r=.334$; $p < .01$). Conversely, there was no significant relationship between attitude and total length of service ($r=-.036$; $p > .05$) and between attitude and age ($r=-.024$; $p > .05$). When the correlations regarding teachers' influence opinions are examined, it was clear that influence has a positive and significant relationship with institutional commitment ($r=.549$; $p < .01$). In this respect, it can be said that the increase of teachers' sense of influence in schools will clue to an upturn in organizational commitment. However, there were no significant relationships



between influence and total length of service ($r=.11$; $p>.05$), between influence and age ($r=-0.55$; $p>.05$, between organizational commitment and total length of service ($r=-.006$; $p>.05$); and between institutional commitment and age ($r=-.039$; $p>.05$). Finally, there was a positive and significant relationship between teachers' total length of service and age ($r=.722$; $p<.01$).

Hierarchical regression analyses of teachers' OC with teachers' length of service, age, and psychological empowerment were presented in Table 7.

Table 7.

Predicting Teachers' Organizational Commitment from Teachers' Length of Service, Age and Psychological Empowerment

Variables		b	Std. Error	Beta	t	p
Model 1	(Constant)	2.052	.152		13.515	.000
	Age	-.049	.072	-.039	-.677	.499
R=.039, R ² =.002, Adjusted R ² =-.002, ΔR ² =.002, P>0.05, F (1,295)= .458,P>0.05						
Model 2	(Constant)	2.022	.162		12.510	.000
	Age	-.090	.104	-.073	-.869	.385
	length of service	.050	.090	.047	.556	.578
R=.051, R ² =.003, Adjusted R ² =-.004, ΔR ² =.001, P>0.05, F (2, 294)= .383,P>0.05						
Model 3	(Constant)	1.099	.215		5.102	.000
	Age	-.092	.098	-.075	-.939	.348
	length of service	.064	.085	.060	.752	.453
	Attitude	.728	.120	.334	6.069	.000
R=.338, R ² =.114, Adjusted R ² =.105, ΔR ² =.111, P<0.01, F (3,293)= 12.563,P<0.01						
Model 4	(Constant)	.570	.199		2.873	.004
	Age	-.123	.087	-.099	-1.417	.157
	length of service	.135	.076	.126	1.782	.076
	Attitude	.160	.123	.074	1.309	.191
	Influence	.619	.067	.520	9.200	.000
R=.56, R ² =.313, Adjusted R ² =.304, ΔR ² =.199, P<0.01, F (4,292)= 33.274,P<0.01						

As shown in Table 7, four models were obtained by including age, total length of service, attitude, and influence. According to Model 1, age didn't significantly predict teachers' OC ($R=.039$, $R^2=.002$, Adjusted $R^2=-.002$, $F(1,295)=.458$, $P>0.05$). Age explains 0.2% of the total variance of teachers' perceptions of institutional commitment. In Model 2, the total length of service is included. It was seen that the established model caused a significant change in R^2 ($\Delta R^2=.001$, $P>0.05$) and age and total length of service together significantly predicted teachers' OC ($R=.051$, $R^2=.003$, Adjusted $R^2=-.004$, $F(2, 294)=.383$, $P>0.05$). Age and total length of service together explained 0.4% of the total variance. In Model 3, attitude is included. It was seen that the established model caused a significant change in R^2 ($\Delta R^2=.111$, $P<0.01$), and age, total length of service, and attitude dimension together, significantly predicted teachers' organizational commitment ($R=.338$, $R^2=.114$, Adjusted $R^2=.105$, $F(3,293)=12.563$, $P<0.01$).

Age, the total length of service, and attitude dimension together, accounted for a variance of 10.5%. In Model 4, influence is included. It is seen that the established model caused a significant change in R^2 ($\Delta R^2=.199$, $P<0.01$), and age, total length of service, attitude, and influence dimensions together significantly predicted teachers' perception towards organizational commitment scores ($R=.56$, $R^2=.313$, Adjusted $R^2=.304$, $F(4,292)=33.274$, $P<0.01$). Age, total length of service, attitude, and influence dimensions together accounted for a variance of 30.4% in teachers' OC. According to β , the influence of the predictive variables on OC based on decreasing order was: Influence attitude, length of service, and age. The t-test results of the regression coefficients depicted that the influence dimension was

an important predictor of OC. Attitude, length of service, and age had no significant effect. Thus hypothesis 5 was supported partially.

Discussion

This present study examines the influence of teachers' PE on their commitment in private schools in Antalya province. Teachers are very highly perceived attitude, and influence. Consistently to the present finding, teachers who are empowered believe they have self-confidence, a positive attitude towards their profession, and more autonomy in undertaking tasks (Spreitzer, 1995; Thomas & Velthouse, 1990). Likewise, consistent with the present study, a study in Banjarmasin showed that teachers' commitment in elementary schools was very good (Aslamiah, 2019).

The present study also found that there were no statistically significant differences across different school levels, gender, and marital status in teachers' perception scores towards attitude dimension, influence, and organizational commitment. In line with the present study, Koberg et al. (1999); Menon and Kotze (2005); Spreitzer (1995), and Ozaralli (2003) revealed that gender didn't make difference in terms of PE. Incongruent with the present study, primary school teachers have a high commitment to their school goals (Yu et al., 2002). In addition, in contradiction with the present study, men generally experienced more empowerment (Fourie, 2009; Gecas, 1989; Hechanova et al., 2006; Koberg et al., 1999; Zimmerman, 1995) In terms of level of education, in line with the present study, Koberg et al. (1999) found level of education has not relationship with feelings of PE. However, various scholars found that there was positive and linear relationship level of education and PE (Fourie, 2009; Gecas, 1989; Ozaralli, 2003; Sarmiento et al., 2004).

There was a positive and significant association between attitudes and influences, between influence and commitment, and between attitudes and commitment. However, there was no association between attitude and total work experience and between attitude and age. This study was affirmed by Sarmiento et al. (2004) who did not discover the positive relationship between teaching years' experience and PE in Canada. By contrary to the present finding, in terms of age, Gecas (1989) and Ozaralli (2003) found that age significantly correlated with PE. Based on working experience, as opposite of the present study, Huang et al. (2006), Koberg et al. (1999), McDermott et al. (1996) and Ozaralli (2003) also discovered that more experienced employees have greater feelings of empowerment. Inconsistency with the present study, Singh and Gupta (2015) discovered older employees (more than 45) incline to be highest commitment.

Consistent with the present study, a study in Turkey by Özdemir & Gören (2017), in Malaysia by amid, Nordin, Adnan & Sirun (2013), and in Saudi by Jomah (2017) found that teachers' levels of organizational commitment have a relationship with their psychological empowerment. This finding are supported by more previous studies such as by Chen and Chen (2008), Hamid, Nordin, Adnan & Sirun (2013), Jha (2011); Kraimer, Seibert, & Liden (1999). Incongruently, Dee et al. (2002) publicized that attitude (competence) cognition has no association with organizational commitment.

Four models were obtained by including age, total length of service, attitude, and influence showed that age, total length of service, attitude, and influence dimensions together significantly predicted teachers' perception towards organizational commitment scores. Age, total length of service, attitude, and influence dimensions together

accounted for 30.4% variance in teachers' OC. According to the β , the influence of the predictive variables on organizational commitment based on descending order was: Influence attitude, length of service, and age. Consistent with the present study, PE has an influence on the OC of employees (Ambad & Bahron, 2012; Dee, Henkin & Singleton, 2006; Özdemir & Gören, 2017). Work autonomy (one of the influence dimensions) had an impact on the OC of teachers (Dee, Henkin & Singleton, 2006). Consistent with the present study, attitude did not influence OC significantly (Ambad & Bahron, 2012). Finally, in line with the present result, the study showed that length of service and age didn't have significant relationship with PE and OC. This is in consistent with Ambad & Bahron (2012) and Titus (2000).

Conclusion and Recommendations

This present study examines the influence of teachers' psychological empowerment on their commitment in private schools in Antalya province. Teachers very highly perceived the value of their work or task and believed in their competency to carry out a task (attitude), and they highly felt the freedom in carrying out tasks and create an effect on schools' success (influence). The present study also found that there were no statistically significant differences across different school levels, gender, and marital status in teachers' perception scores towards attitude dimension, influence, and organizational commitment. There was a positive and significant association between attitudes and influences, between influence and commitment, and between attitudes and commitment.

The current study can be expanded by including other variables such as leadership styles by Setyaningsih and Sunaryo (2021), Özdemir and Gören (2017) and Uma and Jayabharathi (2016),



job satisfaction by Yu (2002), teaching competency by Shukla (2014). Setyaningsih and Sunaryo (2021), and contextual factors by Seigal & Gardner (2000) are mediators between PE and OC. Methodologically this study can be investigated beyond quantitative approach by using qualitative research methods. Therefore, based on the findings from this study, building the social, intellectual, and professional capital of teachers is important to empower them psychologically and to enhance their commitment to the school. A strong and equity reward system would enhance teachers' feelings of autonomy, competence, influence, and love of their profession. Understanding this will give up-to-date information to bridge the information gap and will help school administrators and policymakers design appropriate empowerment policies and strategies. This study was delimited school teachers and it can be expanded by including university instructors to illuminate how organizational commitment of instructors can be influenced by psychological empowerment.

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