

Psychological Empowerment and Organizational Commitment Relationship Between Perception of Teachers and School Managers

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ABSTRACT

The research reveals the degree of relationship between psychological strengthening perceptions and organizational commitment of teachers and school managers. The research also investigate the psychological empowerment and organizational commitment perceptions of teachers and school administrators in the context of different variables, which contribute great source to other related works. The purpose of this study to reveal the relationship between the perception of psychological empowerment and organizational commitment levels of teachers and school managers. In the study in this context, she was interviewed 381 teachers and school managers working in primary education and secondary education schools in Tavas and Denizli districts depending on the Denizli Province Directorate of National Education. Research is a screening model. While the independent variables of the research were the demographic information of the teachers and the school administrators (district, gender, type of duty, marital status, occupational seniority, type of school, education level, branch, trade union membership status, job satisfaction level and voluntary choice of job status), dependent variables are psychological empowerment, organizational commitment and their sub-dimensions. The relationship between psychological empowerment and organizational commitment is examined within each sub-dimension. Three types of scale were used in the study. The first of these is a total of 10 items of personal information form to determine the demographic characteristics of the teachers and school managements. The scales used in the study are; the 18 item organizational commitment scale developed by Allen and Meyer (1990) and translated in to Turkish form by Yalcin (2009); psychological empowerment scale consisting of 12 items, formed by Spreitzer (1995) and developed by Fulford and Enz (1995). On the extension of study most of the participants take part in Tavas, for marital status married participants are more than single ones and for the gender of participants men are more than woman. The study also revealed that most of the participants are teachers, have bachelor's degree and high levels job satisfaction, choose their professions willingly. The study shows that the highest perception is the meaning dimension of psychological empowerment and the lowest perception is the continuity dimension of organizational commitment. While psychological empowerment and organizational commitment perception levels differ according to some demographic variations (participants' profession place, seniority, level of job satisfaction and choosing their professions willingly); the same levels do not differ according to some demographic variables (participants' marital status, profession position, bachelor's degree, type of schools, professions and being member of labour union). When the relationship between the scale and subscale are examined, a weak but positive correlation between both scales and subscales is observed. From this determinations of this framework, teachers participated in this study have positive but weak relationship level between psychological empowerment and organizational commitment.

Keywords: Empowerment, Psychological Empowerment, Organizational Commitment

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